

Imperial College London

Faculty of Natural Sciences
Centre for Environmental Policy

MSc
Conservation Science and Practice

Student Handbook

2023-24

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Welcome to the College

Congratulations on joining Imperial College London, the only university in the UK to focus exclusively on science, medicine, engineering and business.

From Fleming's discovery of Penicillin to Gabor's invention of holography, Imperial has been changing the world for well over 100 years.

You're now very much a part of this community of discovery and we hope you will take this opportunity to make your own unique contribution. At Imperial, we expect all members of our community, whether students or staff, to share and demonstrate our values of respect, integrity, collaboration, innovation and excellence in all we do and strive to achieve.

The College provides a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that's further training in an academic skill like note taking or simply having someone to talk to.

You'll have access to an innovative range of professional development courses within our Graduate School throughout your time here, as well as opportunities to meet students from across the College at academic and social events – see page 6 for more information.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 360 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. Access to the gym and other sporting facilities will be dependent on government guidance. We are working to ensure that you have access to a variety of resources online to support your health and wellbeing if there are restrictions.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you're interested in getting involved then there will be opportunities for you to do so.



Our Principles

In 2012 the College and Imperial College Union agreed 'Our Principles'. This series of commitments was developed by academic and support staff in partnership with undergraduate and postgraduate students and Imperial college Union.

Imperial will provide through its staff:

- A world class education embedded in a research environment
- Advice, guidance and support
- The opportunity for students to contribute to the evaluation and development of programmes and services

Imperial will provide students with:

- Clear programme information and assessment criteria
- Clear and fair academic regulations, policies and procedures
- Details of full programme costs and financial support
- An appropriate and inclusive framework for study, learning and research

Imperial students should:

- Take responsibility for managing their own learning
- Engage with the College to review and enhance provision
- Respect, and contribute to, the Imperial community

The Imperial College Students' Union will:

- Support all students through the provision of independent academic and welfare assistance
- Encourage student participation in all aspects of the College
- Provide a range of clubs, societies, student-led projects and social activities throughout the year
- Represent the interests of students at local, national and international level



www.imperial.ac.uk/students/our-principles

Welcome from the Graduate School



Welcome to Imperial College London and the Graduate School!

The Graduate School is responsible for the postgraduate experience at the College and we work closely with Imperial College Union to ensure that when decisions are being made, which affect your time at Imperial, your voice is heard.

Another important aspect of our role is to offer you a free and exciting range of professional development opportunities which you can access wherever you are in the world.

Our team of tutors have a variety of research and other career experiences. We understand the importance of developing professional skills and our programmes will help you to progress in your academic studies and research and will prepare you for your future career. Whether you wish to pursue a career in academia, industry or something completely different, professional development training will improve your personal impact. You will also get to meet students from other Departments when attending our courses.

The Graduate School runs exciting competitions throughout the year which are an opportunity to broaden your knowledge as well as to meet other students and have fun.

Our primary way to communicate with you will be through our monthly e-newsletter and our weekly professional skills email bulletins. However, do check our website, blog and social media platforms to keep up to date with all the latest activities available to you.

Finally, Imperial College is an extremely exciting, stimulating and diverse environment in which to work, to study and to research. Do make the most of all that the College and your programme has to offer.

The Graduate School

You automatically become a member of the Graduate School when you register as a postgraduate student at Imperial.

The Graduate School has been set up to support all postgraduate students at the College through:


- Training and development courses and retreats
- Networking activities, social and academic events to encourage cross-disciplinary interactions
- Forums to represent the views of postgraduate students throughout the College


'Masterclass' professional skills courses

You can see the full range of free professional skills courses for postgraduate students on the Graduate School website: All courses can be booked online.



Contact us

 Level 3, Sherfield Building, South Kensington Campus

 020 7594 1383

 graduate.school@imperial.ac.uk

 www.imperial.ac.uk/students/academic-support/graduate-school/


1. Introduction to the Department

Academic staff



 **Dr Morena Mills**

MSc Director
Reader in Environmental
Policy and Practice

 CEP (Weeks Building) Room 209

 m.mills@imperial.ac.uk

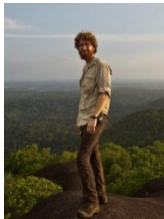


 **Dr Alec Christie**

MSc Co-convener
Teaching Fellow in
Conservation Science

 CEP (Weeks Building)

 a.christie@imperial.ac.uk



 **Dr Thomas J. Creedy**

MSc Co-convener
Teaching Fellow in
Conservation Science


 CEP (Weeks Building)

 t.creedy@imperial.ac.uk



 **Dr Alexandra Collins**

Senior Tutor
Lecturer in Environmental
Sustainability

 CEP (Weeks Building) Room 109


 a.collins@imperial.ac.uk

Administrative staff




 **Shane Murphy**



**Senior Postgraduate
Administrator**

 CEP (Weeks Building) Room G01


 shane.murphy@imperial.ac.uk





 **Stefanie Hoskins**
Postgraduate Administrator

 CEP (Weeks Building) Room G01
 s.hoskins@imperial.ac.uk



 **Roisin Armstrong**
Option Support &
Department Administrator

 CEP (Weeks Building) Room G01
 roisin.armstrong@imperial.ac.uk

Key contact points

We strongly encourage that the first point of contact for ALL queries of a non-personal nature should be through [the course Teams site](#) – either the General channel or a module-specific channel if relating to course content or assessments related to that module. No matter how small, the answer to your question is likely to help your peers too, so it's much easier for everyone to ask on the Team.

If you need to contact the academic teaching team on an individual matter, but don't mind who reads and responds, the best contact is through the course mailbox at consciprac@imperial.ac.uk. Note that all of the academic teaching team can see emails that come to this mailbox.

Otherwise, personal matters should in the first instance be discussed with your personal tutor, or with the Senior Tutor Alex Collins a.collins@imperial.ac.uk (see the **Wellbeing, Support and Advice** section below).

In general, the management of most topics is overseen by the following people:

Thomas Creedy:

- Assessments including Independent Research Project
- Disability accommodations
- Fieldwork and risk assessment
- Staff-student committees

Alec Christie:

- SharePoint and Blackboard
- Graduate School training courses
- Library and reading lists
- Teaching material and recordings
- Ethics approval

English language requirement

If you are not a native English speaker you must meet the College's English language requirements.

See the Admissions website for details:

 www.imperial.ac.uk/study/pg/apply/requirements/english

For information on English language support available while you're here, see page 57.


Attendance and absence

Full attendance at all scheduled MSc Conservation Science and Practice sessions, including online sessions, is expected. You may find successful completion of the assessments very challenging if you do not attend the taught sessions. Should you have any problems attending any part of the programme, you are expected to contact the course director or conveners. For online sessions, we expect the same level of contribution as normally expected in in-person sessions. Attendance at all sessions will be monitored.

You must inform your Senior Postgraduate Tutor if you are absent from College for more than three days during term. If the absence is due to illness, you must produce a medical certificate after seven consecutive days. If you miss an examination or the deadline for any other assessment (including lab work, in class tests, coursework or presentations) due to illness or other unforeseeable and unavoidable circumstance you must follow the College's Mitigating Circumstances Policy and Procedure. Please note that all claims for mitigation must be submitted within 10 working days of the examination or assessment deadline. If you are unable to provide evidence at the time you must submit the claim and indicate what evidence will follow and when it can be provided. Claims without evidence will normally be rejected. Please see the section on mitigation below.

The Registry will be informed of all student non-attendances as the College is obliged to report the non-attendance of students on Tier 4/Student Route visas to the Home Office.

If you do not engage satisfactorily with your studies, the College will consider what action is necessary to support your continued study under the Unsatisfactory Engagement Policy:

 www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/regulations/2022x2f23/Unsatisfactory-Engagement-Policy-and-Procedure.pdf

Key dates 2023–24

Term dates

Autumn term:	30 September 2023 – 15 December 2023
Spring term:	6 January 2024 – 22 March 2024
Summer term:	27 April 2024 – 28 June 2024

Closure dates

Christmas/New year:	23 December 2023 - 1 January 2024 (College reopens on 2 January 2024)
Easter Holiday:	28 March 2024 – 2 April 2024

(College reopens on 3 April 2024)

Early May Bank Holiday:	6 May 2024
Spring Bank Holiday:	27 May 2024
Summer Bank Holiday:	26 August 2024

Key events

Great Exhibition Road Festival: 15 June 2024 – 16 June 2024

Imperial Mobile app

Don't forget to download the free Imperial Mobile app for access to College information and services anytime, anywhere, including your programme timetable, College emails and a library catalogue search tool.

 www.imperial.ac.uk/imperialmobile

Welcome to Imperial app

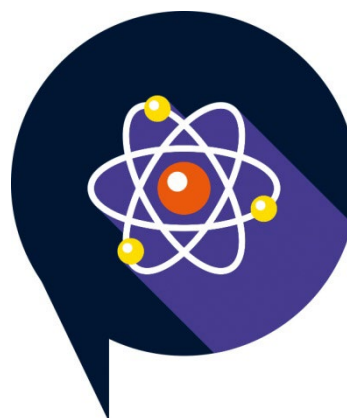
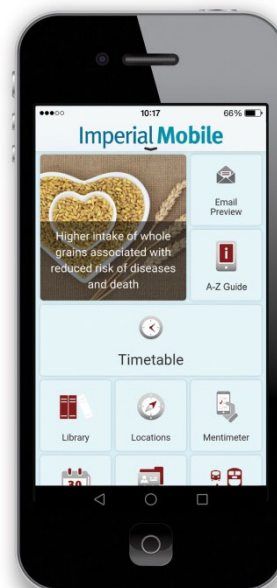
The College has a Welcome to Imperial app which contains important information about campus operations, aspects of student life, a schedule of welcome activities and information about life in halls. All new students should download this guide to ensure they have the most up to date information and event schedule for the start of term.

You can download the App from the Apple or Google App Stores.

Imperial Success Guide

The Imperial Success Guide is an online resource with advice and tips on the transition to Master's level study. More than just a study guide, it is packed with advice created especially for Imperial Master's students, including information on support, health and well-being and ideas to help you make the most of London.

 www.imperial.ac.uk/success-guide



2. Programme Information

Programme staff and external lecturer profiles

Dr Morena Mills, *Reader in Environmental Policy and Practice, Centre for Environmental Policy, Imperial College London*

(Course director m.morena@imperial.ac.uk)

Dr Mills works on biodiversity conservation research and improving policy that impacts the persistence of species and people's wellbeing. She applies social science theories to solve challenges associated to biodiversity conservation, her research spanning marine and terrestrial systems. Research examples include global scale investigations into what, how and why conservation interventions spread around the world; and local scale investigations of the improvement of policies aimed at conserving and restoring biodiversity in the Brazilian Atlantic Forest and coast.

Dr Alec P. Christie, *Teaching Fellow in Conservation Science, Centre for Environmental Policy, Imperial College London*

(Course co-convener consciprac@imperial.ac.uk)

Dr Christie is a research fellow at the University of Cambridge, working on evidence-based conservation and decision-making. He works with the Conservation Evidence project to improve how evidence is collated, appraised, and applied to make better decisions in conservation. Currently he is exploring how to combine and assess diverse scientific and practical evidence for better decisions, as well as the context-dependency of different conservation actions. He also works with BioRISC on issues of evidence synthesis and biosecurity risks.

Dr Thomas J. Creedy, *Teaching Fellow in Conservation Science, Centre for Environmental Policy, Imperial College London*

(Course co-convener consciprac@imperial.ac.uk)

Dr Creedy is a postdoctoral researcher and computational biologist at the Natural History Museum, working with molecular methods for community ecology and biodiversity research. He is particularly interested in uncovering biodiversity patterns and understanding community assembly mechanisms in tropical forest arthropods, often through whole organism community DNA metabarcoding. His computational work focus on bioinformatics development and data science for molecular research in biodiversity.

Dr Helal Ahmed, *Senior Teaching Fellow, Graduate School, Imperial College London*

Dr Ahmed has a background in Chemistry and Structural Biology and lecturing in further education. At the Graduate School, Dr Ahmed teaches professional skills to postgraduate students through workshops and online teaching, and liaises with staff to ensure the integration of skills development activities within the core curriculum. He is a qualified Belbin coach.

Dr Tatsuya Amano, *Deputy Director in Research at the Centre for Biodiversity and Conservation Science, University of Queensland*

Dr Amano is the Deputy Director in Research at the Centre for Biodiversity and Conservation Science. His work tackles gaps in our knowledge needed for biodiversity conservation, based on three key aspects: (i) Identifying gaps in existing information in space, time, and taxa, and their drivers; (ii) Overcoming information gaps with modelling approaches, such as long-term changes in global waterbird diversity; and (iii) Bridging the research-

implementation gap by providing scientific information for conservation in a more accessible way. He leads the translE project (transcending language barriers to environmental sciences), funded by the Australian Research Council, which aims to understand the consequences of language barriers in biodiversity conservation.

Dr Violeta Berdejo Espinola, *PhD researcher, University of Queensland*

Dr Berdejo Espinola is an interdisciplinary scientist currently exploring the ecology in cities and pursuing questions around the ways humans benefit from nature under the current pressures of rapid urbanisation and other global changes. Her PhD research specifically explores the spatial distribution of urban green spaces across the globe and human-nature interaction in cities. She also works as a Research Technician on the translE project led by Dr Tatsuya Amano to understand how language barriers impede the application of science in conservation decision making and to assess the importance of scientific knowledge that is available in non-English languages.

Dr Steve Blake, *Assistant Professor in Biology, St Louis University*

Dr Blake's research straddles the line between applied research for crisis conservation objectives and a more academically driven agenda in which publishing is an important measure of success. The main focus of his research over the last 20 years has been on the movement ecology and conservation of megavertebrates. This theme has targeted two species in particular - forest elephants in the Congo Basin and giant tortoises on the Galapagos Islands.

Dr Hollie Booth, *Nature Positive Senior Specialist at The Biodiversity Consultancy and Research Associate at University of Oxford*

Dr Booth is interested in understanding synergies and trade-offs between conservation and human well-being and assessing the impact and cost-effectiveness of conservation interventions. Her recent research focused on shark and ray conservation in small-scale fisheries in Indonesia, working to contribute to more effective design of marine conservation interventions, simultaneously delivering conservation outcomes for sharks and well-being outcomes for people. She works with government and community partners to apply research findings to policy and management.

Dr James Borrell, *Research Fellow, Royal Botanic Gardens Kew*

Dr Borrell's research focuses on combining genetic and genomic methods with high resolution environmental niche modelling to guide conservation and agricultural interventions. He is interested how local adaptation evolves, and whether strategies such as assisted gene flow or assisted migration can be targeted towards 'at risk' species or populations. His current research focuses on the underutilised crop enset, a close relative of the banana, and the staple food for ~20 million people in Ethiopia, where it plays an important food security role.

Dr Fernanda T. Brum, *Postdoctoral Research, Universidade Federal do Paraná*

Dr Brum works in the areas of biodiversity conservation, manipulation of spatial data and geoprocessing, systematic planning for conservation, spatial prioritization, efficiency of protected areas, climate change and public policy. Her research addresses the impacts of climate change and land use on Brazilian biodiversity and ecosystems, spatial selection of sites for conservation, and how efficient current conservation strategies are in protecting biodiversity. She has worked on the selection of priority areas for the conservation of endangered fauna and flora in Brazil.

Dr Joe Bull, *Senior Lecturer in Conservation Science, School of Anthropology and Conservation, University of Kent*

Dr Bull is an ecologist, conservation scientist and practitioner, interested in finding practical yet technically robust approaches towards better understanding and conserving nature. He employs field ecology, computer science, remote sensing, counterfactual impact evaluation, integration and statistical analysis of large datasets in his work. He studies social-ecological systems, the mitigation hierarchy, the effectiveness of conservation interventions, business and corporate biodiversity conservation strategies, and restoration ecology.

Professor Mark Burgman, *Emeritus Chair in Risk Analysis and Environmental Policy, Centre for Environmental Policy, Imperial College London*

Professor Burgman works on expert scientific judgements and applying model-based risk assessment to problems in conservation biology. His research has included models of a broad range of species including giant kelp, orange-bellied parrots, Leadbeater's possums, bandicoots, and banksias. He has worked in, and modelled, a range of environments including marine fisheries, forestry, irrigation, electrical power utilities, mining, and national park planning. He is Editor-in-chief of Conservation Biology.

Dr João Campos-Silva, *President, Instituto Juruá*

Dr Campos-Silva is an ecologist interested in the conservation of tropical social-ecological systems, with interests in floodplain biodiversity, fisheries, hunting, participatory monitoring, community-based conservation, protected areas and sustainable development. Since 2008, he has worked with community-based conservation in Amazonia to generate benefits for people and nature, by creating links between local communities and government. He also works with coastal fisheries in Brazilian Marine protected areas at Federal University of Alagoas.

Dr Chris Carbone, *Senior Research Fellow, Institute of Zoology, Zoological Society of London*

Dr Carbone's research combines theoretical approaches and comparative analyses to look at broad scale patterns in ecology related to body size, diet and trophic level. His recent work has focused the body size scaling of prey selection and abundance in predators, and patterns in animal space use. He also works with projects examining human-wildlife interactions and the impacts of altered landscapes on wildlife ecology, and examining ways to improve wildlife monitoring methods, particularly focusing on the use of camera traps to estimate mammalian biodiversity.

Dr Rafael Chiaravalloti, *Research Fellow, Centre for Environmental Policy, Imperial College London*

Dr Chiaravalloti uses both social and natural sciences to produce evidence-based understanding of the world and how we can promote sustainable development. He investigates the success and management of Protected Areas in Brazil and the implementation of participatory monitoring in Protected Areas that have resource use, such as in his study of reciprocity and the sharing of information in management of fisheries on the Pantanal wetland in South America.

Dr Jon Day, *ARC Centre of Excellence for Coral Reef Studies, James Cook University, Australia*

Dr Day worked in protected area planning and management in Australian protected areas, particularly as director of the Great Barrier Reef Marine Park. He has wide experience in biodiversity conservation, park planning, World Heritage and other heritage matters. He

developed the Representative Areas Program for rezoning the Great Barrier Reef, today considered 'best practice', and was Australian governmental representative to World Heritage committees.

Cathy Dean, CEO, Save the Rhino International

Cathy Dean's responsibilities include the governance of Save the Rhino International, programme and partner liaison, and grant management towards conserving viable populations of the five species of rhino in Africa and Asia. She works with field programmes to determine priority needs and then build collaborative partnerships to piece together the financing needed to implement rhino conservation strategies. She is a Member of the IUCN SSC African and Asian Rhino Specialist Groups and won the IUCN Harry Messel Award for Conservation Leadership in 2015.

Dr Ida Djenontin, Research Officer, Grantham Research Institute on Climate Change and the Environment, LSE

Dr Djenontin is a human geographer/social scientist whose research centres on environmental and climate change issues affecting forest and agroecological systems, notably the complex challenges of balancing competing goals of sustainable natural resource-based livelihoods and food security, biodiversity conservation, and climate resilience. She uses mixed qualitative and quantitative methods to examine associated sociocultural, economic, and governance, institutional, and policy dimensions in the search for socioecological sustainability.

Nigel Dudley, Researcher and consultant, Equilibrium Research

Nigel Dudley, alongside Sue Stolten, run Equilibrium Research, working on the integration of ecological and social values to enhance conservation, collaborating with NGOs, UN agencies, international donors and governments in over 70 countries. His work focuses particularly on ecosystem services, landscape approaches to conservation, planning and management of protected and conserved areas, measurement of the ecological and social impacts of conservation, and development and implementation of forest landscape restoration.

Professor Forrest Fleischman, Associate Professor, Department of Forest Resources, University of Minnesota

Professor Fleischman works at the intersection of political science and environmental policy, based on the conviction that solving environmental problems requires improved understanding of human organisation. Within this, he researches natural resource policy, politics & governance and works to develop a "social science of ecological restoration," mostly focused on the global south, while examining the mechanisms of environmental policy change, mostly focused on environmental justice issues in Minnesota.

Steve Fry, Countryside and heathland consultant

Steve Fry worked for 25 years at Surrey Wildlife Trust as the Senior Ranger at Chobham Common, overseeing the management of this lowland heath National Nature Reserve, helping to preserve this rare habitat and its flora and fauna. He now works as a countryside and heathland consultant, working with a number of universities and organisations for education and to bridge the gap between conservation land managers and researchers from all disciplines.

Dr Roberta Gargiulo, Research Fellow, Department of Ecosystem Stewardship, Kew Gardens

Dr Gargiulo's research interests lie at the interface between conservation genetics and molecular ecology. Her current research combines genetic and genomic methods to clarify the influence of life-history traits on genetic diversity and to provide recommendations for conservation, using the orchid *Cypripedium calceolus* as a model system. She also uses genomic approaches to describe both neutral and adaptive variation. Dr Gargiulo also works on Kew's UK Seed Banking and UK National Tree Seed projects.

Dr Helen Gath, *Conservation Training Officer, Durrell Wildlife Trust*

Dr Gath collaborates with world-leading conservation practitioners to facilitate and deliver a wide range of training for conservation professionals. From technical knowledge to leadership skills, she helps to develop essential cross-disciplinary skills that enhances project success and conservation impact across the world.

Dr Tom Hart, *Penguinologist, Oxford Brookes*

Dr Hart's research centres around developing efficient tools and strategies to monitor populations of penguins and other marine predators in Antarctica and other difficult environments. His research includes using genetic and phylogeographic approaches to study penguin population structure and responses to changing sea ice, with a view to developing biologically meaningful conservation management units to drive effective policy and define effective protected areas.

Dr Amy Hinsley, *Oxford Martin Fellow, University of Oxford*

Dr Hinsley's research uses interdisciplinary methods to understand the complex interactions between the legal and illegal markets for bear bile in China, particularly how consumer behaviour and demand influence these markets. Before joining Oxford in 2017 she worked at the UNEP World Conservation Monitoring Centre on projects related to the Convention on the International Trade in Endangered Species (CITES) and completed a PhD on consumer behaviour and the use of the internet in the international wildlife trade, using a case study of orchids.

Dr Caroline Howe, *Senior Lecturer in Environmental Social Science, Centre for Environmental Policy, Imperial College London*

Dr Howe's research is interdisciplinary and focuses on exploring the relationship between people and nature and how these relationships influence the outcome and success of sustainable development policies through underpinning interactions between biodiversity, ecosystem services, and human well-being. She currently leads research exploring the role that concepts of dignity and heritage play in the implementation of the Sustainable Development Goals in Tanzania, and collaboration between Imperial and the UN on biodiversity and human-being issues.

Benjamin Howes, *PhD Researcher, Department of Life Sciences, Imperial College London*

Benjamin's research focuses on understanding how environmental change, specifically habitat loss and fragmentation, affect ecological communities. He is particularly interested in understanding intra-specific variation in species responses to such stressors, which he has looked to uncover using complex systems and empirical data approaches.

Dr Arundhati Jagadish, *Social Scientist, Conservation International, USA*

Dr Jagadish is a social scientist interested in applying theories of scaling and cognitive anthropological perspectives of human decision-making to conservation practice. At Conservation International, she leads efforts to understand how and why diverse conservation and restoration initiatives scale with a geographic focus in the Pacific and

Western Indian Ocean. Broadly, her research interests include developmental studies, cultural models and decision-making, and social-ecological systems.

Dr Kate Kincaid, *Research Associate, Department of Zoology, Cambridge University*

Dr Kincaid is interested in human-nature connections, ecosystem restoration, and collaborative, interdisciplinary focused conservation research. Her work focuses on ways to achieve biodiversity conservation along with sustainable livelihoods, focusing on the balance between marine conservation through protected areas and small-scale fisheries governance. Through work with local fishermen in the tropics and the arctic, she seeks to align with global sustainable development goals and international policies and conduct research that has an impact beyond academia.

Chloe King, *Director of Conservation & Community Development, Solimar International*

Chloe is a marine conservationist, social scientist, and nature-based solutions specialist, passionate about using tourism to improve outcomes for people and nature. She has led research in Indonesia and Timor-Leste engaging with coastal communities across the archipelago, and managed projects enhancing conservation outcomes for tourism in the Sundarbans Reserve Forest of Bangladesh. As Director of Conservation for Solimar International, a sustainable tourism consulting firm, she helps manage USAID-funded projects in Timor-Leste, Maldives, and Bangladesh. Her PhD research at the University of Cambridge focuses on working with the Ministry of the Galápagos to design their tourism recovery strategy post-COVID-19.

Dr Joss Lyons-White, *Postdoctoral Researcher, Environmental Policy Lab, ETH Zurich*

Dr Lyons-White's research is focused on tropical deforestation caused by the expanding production of agricultural commodities such as palm oil. In particular, he is interested in the role played by private-sector commitments to "zero deforestation". His recent research has used techniques from systems thinking to explore options for improving the sustainability of agricultural commodity production systems, specifically Critical Systems Heuristics to investigate issues surrounding the use of zero deforestation commitments in Gabon and Liberia.

Dr Shauna Mahajan, *Conservation Social Scientist, World Wildlife Fund, USA*

Dr Mahajan is a conservation social scientist committed to developing inclusive and holistic solutions to conservation problems. With an interdisciplinary background in resilience thinking, environment, and development, her work and research focus broadly on the social dimensions of conservation, with a special focus on coastal communities. At WWF, Dr Mahajan develops and tests methods for conservation strategy development and evaluation, researches the science of decision-making and natural resource governance systems.

Dr Thomas May, *Principal Research Scientist, Royal Botanic Gardens Victoria*

Dr May is a mycologist with broad research interests across taxonomy, classification, identification, nomenclature, ecology and conservation. He commenced compiling a name list for Australian fungi in the 1980s, and currently maintains the National Species List for fungi. He's a keen supporter of citizen science, helping to found Fungimap in the 1990s, as a mapping scheme for Australian fungi, and assisting with identifications for the iNaturalist Fungimap Australia project.

Professor E.J. Milner-Gulland, *Tasso Leventis Professor of Biodiversity, University of Oxford*

Professor Milner-Gulland is an interdisciplinary researcher focusing on understanding natural resource users, exploring social-ecological systems and managing human-nature

interactions. In particular, she investigates the development and application of methods for understanding and predicting human resource use behaviour in developing countries and researches the effectiveness of incentive-based mechanisms such as payment for ecosystems services and biodiversity offsetting. She also works on the illegal wildlife trade and conservation interventions.

Charles Moore, *Principal Officer, PEW Charitable Trusts, USA*

Charles Moore works in public policy, exploring and develop potential programs for conservation and beyond. He has more than two decades of experience in public policy, campaigns, public interest education and advocacy at the national (federal, state, and local) and international levels. He has expertise in oceans, climate change, agriculture, public lands & natural resource management, conservation, energy and environmental policy & campaign advocacy, with a comprehensive understanding of international environmental treaties and policies.

Dr Helen Newing, *Research Fellow, Interdisciplinary Centre for Conservation Science, University of Oxford*

Dr Newing is interested in people-centred approaches to conservation and the environment that are based on sound interdisciplinary perspectives and robust methodological tools, and that are consistent with a rights-based approach. Her research themes involve collaborative and participatory approaches to natural resource management, conservation and rights perspectives, protected areas governance, especially Indigenous and Community Conserved Areas (ICCAs), and the role of local communities in voluntary environmental and social standards.

Andy Nisbet, *Principal Adviser, Natural England*

Andy Nisbet works on monitoring and the Evidence Programme at Natural England. His interests are in the development of indicators, monitoring of biodiversity (particularly the monitoring of Protected Sites) and the monitoring and evaluation of interventions (habitat restoration, landscape scale initiatives and agri-environment measures). He currently leads Natural England's work on developing DNA based methods for environmental survey and monitoring.

Dr Jose Nuñez-Miño, *Director of Communications and Fundraising, Bat Conservation Trust*

Dr Nuñez-Miño has many years of experience setting up and running a range of conservation projects around the world. He collaborated with Operation Wallacea to initiate their Honduras Cloud Forest research sit and worked with the Durrell Wildlife Trust on Solenodon conservation and TRAFFIC on wildlife trade monitoring. At the Bat Conservation Trust, he works on communications, fundraising, outreach and engagement strategy and delivery, promoting BGT as a leading global bat NGO and working with stakeholders and others in government and beyond.

Dr Tanya O'Garra, *Independent Researcher*

Dr O'Garra is an environmental economist researching the valuation of ecosystem services and the collective management of shared natural resources. Her research uses experimental and quasi-experimental methods to estimate the causal impact of conservation initiatives and climate adaptation and/or mitigation policies on social, ecological and economic outcomes. She also researches behavioural and economic interventions that may stimulate long-term changes in consumption behaviour at the individual level, such as the disruption caused by Covid-19

Dr Javiera P. Olivares Rojas, *PhD researcher, Monash University*

Dr Olivares Rojas is a PhD candidate working on how we can improve the effectiveness and efficiencies of different decision support frameworks to manage threatened biodiversity. She aims to evaluate the complementarities and trade-offs of focusing conservation management on a single-species approach, an ecosystem approach, or the use of surrogate species such as umbrella species; assess the feasibility to delist threatened ecological communities by restoring their geographic distribution; and by formally incorporating the use of scientific evidence into decision support tools, more specifically the theory of change framework.

Dr Thomas Pienkowski, *Postdoctoral Research Assistant, Centre for Environmental Policy, Imperial College London*

Dr Pienkowski researches how and why conservation initiatives “go to scale”, working with Dr Mills and partners in the Moore Center for Science at Conservation International. This research spans a range of projects, including looking at the predictors of adopting Natural Climate Solutions in Brazil and community-based conservation in Sub-Saharan Africa. He is also interested in the interface between nature, conservation, and human health – particularly in the rural global south – having led Planetary Health research in Belize, Cambodia, Uganda, and elsewhere.

Professor Hugh Possingham, *Chief Scientist, Queensland Government, Australia*

Professor Possingham's research career focused on developing mathematical and economic tools for solving nature conservation problems, such as where to place protected areas and determining the most efficient actions for saving threatened species, co-developing the Marxan software for conservation planning. He was Director of the Australian Research Council Centre of Excellence for Environmental Decisions, as well as the Australian Government's Threatened Species Recovery Hub, and Chief Scientist at The Nature Conservancy.

Professor Clive Potter, *Professor of Environmental Policy, Centre for Environmental Policy, Imperial College London*

Professor Potter is an environmental social scientist with interests in the fields of plant biosecurity, ecosystem services and stakeholder engagement. He investigates how agriculture in industrialised countries is changing in response to market, policy and broader socio-cultural influences, and the impact of this on the rural environment, its landscapes and biodiversity. He also studies how agricultural change and its likely landscape and biodiversity consequences is communicated to (and deliberated upon by) rural residents and stakeholders.

Dr Yara Shennan-Farpón, *Visiting Researcher, Human Ecology Research Group, University College London*

Dr Shennan-Farpón is a conservation scientist who uses methods from social and natural sciences to understand the relationship between forest conservation and restoration, smallholder farmers and rural livelihoods. Using methods such as participatory scenario planning and modelling, her research investigates the role and consequences for rural livelihoods and wellbeing of global ecosystem restoration policies. Her recent research includes assessment of the opportunities for co-benefits for people and biodiversity in restoration approaches in Brazil's Atlantic Forest.

Professor Bill Sutherland, *Miriam Rothschild Professor of Conservation Biology, University of Cambridge*

Professor Sutherland is conservation scientist with a general interest in many aspects of conservation science, but particularly in improving the processes by which decisions are made. This has involved horizon scanning to identify future issues to reduce the surprises of

future developments. His main work has been the industrial-scale collation of evidence to determine which interventions are effective and which are not and then establishing processes for embedding evidence in decision making through the Conservation Evidence project.

Dr Alifereti Tawake, Council Chair & Technical Advisor at LMMA International Network

Dr Tawake is a Fijian indigenous leader who is member and chair of the founding Coordination Council of the Locally-Managed Marine Area Network working to unite indigenous peoples and local communities engaged in governing and managing their community conserved areas in the Indo-Pacific and Western Indian Ocean regions. He facilitates multi-party dialogues about protection, sustainable use and restoration of coastal and marine resources as well as mitigation and adaptation to climate change and promoting sustainable development in general.

Dr Eleanor Tew, Head of Forest Planning, Forestry England

Dr Tew's academic background is in ecology and conservation, joining the Conservation Science Group in 2015, her PhD explored ecosystem service delivery in forestry, supervised by Professor Bill Sutherland. Following this PhD, she joined Forestry England, managing the Forest Resilience Programme in the East District before moving into the National Operations team. She is now the Head of Forest Planning, providing leadership and strategic oversight on forest planning, forest resilience and natural capital across the nation's forests. She is still engaged in research and sits on the UK government's Expert Committee for Forest Science, as well as being an Academic Visitor to the Conservation Science Group.

Dr Walfrido Tomas, Researcher, Brazilian Agricultural Research Corporation (EMBRAPA) Pantanal

Dr Tomas carries out ecological and conservation research, mainly in the Pantanal wetland of Brazil. His main interests are mammal and bird ecology and conservation, impact evaluation, monitoring, biodiversity management and public policies. He develops research in landscape management, ecological corridors, sustainability indicators, population modelling and monitoring, in addition to assessing the impacts of deforestation on biodiversity. He collaborates in projects throughout Brazil, including in the Atlantic coastal rainforests.

Dr Karen Varnham, RSPB Senior Island Restoration Specialist

Dr Varnham works on invasive species management, including 10 years as a self-employed invasive species biologist, specialising in eradicating invasive rats from small islands. She has extensive experience with invasive species issues, particularly in small island nations around the world. With the RSBP, she works to advise people within and outside the organisation on best practice methods for removing invasive species and preventing them from becoming established in the first place, as well as training, report writing and developing new projects.

Dr Diogo Verissimo, Postdoctoral Research Fellow, University of Oxford

Dr Verissimo is a behaviour change specialist with experience in the fields of social marketing and community-based conservation. He applies social marketing theory and tools to address conservation challenges. His research focuses on the design and evaluation of behaviour change interventions to better manage natural resources, with current research projects across Latin America, Asia and Africa in topics as varied as illegal wildlife trade, human-wildlife conflict and natural resource management.

Dr Piero Visconti, *Biodiversity, Ecology, and Conservation Research Group Leader at International Institute for Applied System Analysis (IIASA), Austria*

Dr Visconti researches applied ecology and conservation, combining methods from systems analyses, global change biology, conservation biogeography and spatial planning to answer scientific questions and provide policy support. His research has focused on understanding and projecting species' responses to land use and climate change, developing methods for integrating statistical models and expert-based information, for planning conservation interventions under severe uncertainty, and to survey species in a cost-efficient way.

Dr Bonnie Waring, *Senior Lecturer, Department of Life Sciences, Imperial College London*

Dr Waring's research is focused on improving our understanding of the terrestrial carbon cycle and its feedbacks to global change. She studies carbon sequestration in forests and how to best protect, manage, and plant forests to enhance carbon capture from the atmosphere, as well as impacts of nitrogen deposition on the terrestrial carbon cycle. She also investigates controls on carbon stabilisation in soils using artificial soil in the lab and how composition of decomposer microbial communities affects carbon exchange between soils and the atmosphere.

Dr Tim Wright, *Durrell Conservation Training Manager, Durrell Wildlife Conservation Trust*

Dr Wright oversees all of Durrell's conservation training activities, having previously worked for eleven years in Durrell's Mammal Department. During that time, he was responsible for the lemur collection at Durrell, as well as carrying out fieldwork in Madagascar, providing GIS support to staff, co-ordinating population management of several captive breeding programmes, and working in Durrell's conservation genetics lab. Tim oversees all course design, delivery and assessment.

Dr Richard Young, *Director of Conservation Knowledge, Durrell Wildlife Conservation Trust*

Dr Young leads Durrell's Conservation Knowledge department, which encompasses the Training, Learning, Science and Effectiveness teams and programmes. He is part of Durrell's Senior Management Team which sets organisational strategy and oversees the delivery of our mission. Trained as an ecologist, Dr Young's research interests are in wildlife monitoring and conservation impact evaluation.

Programme outline and structure

This course is for students interested in entering or propelling their career in conservation, as well as those wishing to progress to a PhD in conservation science. Through learning to collect, analyse and use both social and ecological information, you will gain a truly interdisciplinary understanding of the theory and practice of conservation. You will also learn how to use scientific knowledge to address contemporary conservation problems, draft and assess environmental policy. You will be immersed in the most cutting-edge conservation science and the conservation work of diverse conservation organisations. The course provides a strong quantitative basis for conservation work, including decision theory, conservation planning, statistical computing and modelling.

The programme is delivered by academic and teaching staff from the Centre for Environmental Policy and draws on relevant experts from around Imperial College London, and external researchers and practitioners working to solve conservation problems around the world.

The Masters in Conservation Science and Practice comprises a set of foundational courses which you will do within face-to-face intensive teaching sessions (delivered in three 2-3

week long in-person intensive teaching sessions) and online, and an independent research thesis. You will be lectured by numerous representatives from conservation NGOs during the course. During your thesis, you will be able to choose research topics linked to their conservation programmes, ensuring that your project contributes to real-world conservation, among other topics.

By the end of the course, you will not only have developed an ability to analyse conservation issues, but you will also know how to put this understanding into action, designing and implementing effective conservation projects. This programme will prepare you for careers in non-governmental and governmental organisations, and businesses interested in conservation and sustainability.

The Master's in Conservation Science aims to equip graduates:

- To meet the world-wide demand for conservation professionals who are both scientifically competent and able to operate effectively within the social and political context that conservation practitioners face.
- To pursue a highly successful career in conservation science, whether it be within academic research, the non-government sector, or publicly funded institutions.
- With a deep understanding of the fundamental principles underlying the conservation of biodiversity, from human and ecological perspectives.
- With the ability to apply the principles, theories and skills required for solving real-world conservation problems.
- With the knowledge and competency to apply the techniques required for the planning of conservation initiatives, the collection and analysis of data, and the use of scientific information in addressing conservation problems.

UK framework for higher education qualifications - qualification descriptors

The programme is a Level 7 qualification under the QAA UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards (October 2014)

The following are descriptors for level 7:

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations;
- the independent learning ability required for continuing professional development.

Programme learning outcomes

On completion of the Masters in Conservation Science and Practice programme you should be able to:

1. apply a broad interdisciplinary understanding of the fundamental drivers of biodiversity loss, and critically evaluate the role of global and local policy in mitigating or stimulating this loss.
2. critically engage with the scientific literature; gather, analyse and synthesise scientific results to determine their strength and validity and, integrate and convert scientific findings to policy recommendations.
3. formulate targeted research questions, design scientific studies and critically engage with the qualitative and quantitative research methods needed to address conservation problems.
4. define a conservation problem and devise and select from a range of problem-solving strategies and tools that help tackle complex problems, considering both trade-offs and ethics.
5. critically assess impacts of conservation projects and design tools that allow for monitoring, evaluation and adapting management.
6. communicate effectively to a range of audiences and using different media such as oral presentations, written reports and scientific publications.
7. lead and coordinate projects, prepare grant proposals, and effectively manage resources and time.
8. learn and work independently and in teams with critical enquiry.

The full MSc Conservation Science and Practice programme specification can be found at:

<https://www.imperial.ac.uk/staff/tools-and-reference/quality-assurance-enhancement/programme-information/programme-specifications/>

Learning and teaching strategy

12-month (Full Time) option

The taught component of the Masters in Conservation Science and Practice will be delivered over the Autumn and Spring teams. Each term will comprise a) a three week in-person intensive teaching period, and b) eight online weeks with three to four half day sessions each week. Teaching will be delivered by both Imperial College London faculty and guest lecturers, using a range of methods including: seminars (in person during intensive sessions, pre-recorded and online live during online sessions), tutorials and practical classes (in person during intensive sessions and online during online sessions), fieldwork and fieldtrips.

You will also learn as a cohort through discussions to evaluate the material provided in the seminars and additional reading material, group work exercises (3-5 students) and computer-based exercises (1-3 students) to practice skills such as prioritisation of conservation initiatives and the design of monitoring and evaluation programs, and formal and informal presentations. You will also be expected to undertake independent learning throughout the course.

You will dedicate the final 5 months of the course to undertaking an individual research project and writing a dissertation.

24-month (Part Time) option

During the first year you will undertake the taught component of the Masters in Conservation Science and Practice over the Autumn and Spring teams. Each term will comprise a) a three week in-person intensive teaching period, and b) eight online weeks with three to four half day sessions each week. Independent work expectations will be halved, and written coursework will be due at later dates than the 12-month option giving you an equivalent time to complete them given your part-time status. The intensive sessions will be the same for both the 12-month and 24-month option. Teaching will be delivered by both Imperial College London faculty and guest lecturers, using a range of methods including: seminars (in person, pre-recorded and online live), tutorials (in person and online), practical classes and fieldwork and fieldtrips.

You will also learn as a cohort through discussions, group work exercises (3-5 students), computer-based exercises (1-3 students) and formal and informal presentations. Students will also be expected to undertake independent learning throughout the course.

During the second year you will dedicate most of your time to undertaking an individual research project and writing a dissertation.

Ensuring inclusivity

To ensure inclusivity, accessibility and mitigate poor internet access, slides and other teaching material will be made available online to download ahead of all sessions, and all session will be recorded and automatically captioned. As appropriate, teaching sessions will be sensitively and inclusively designed, comprising breaks, varied activities and different forms of student interaction including individual and group exercises, anonymous polling through Mentimeter and group and class discussions. Teaching staff will offer fortnightly office hours to enable one-on-one support and feedback as far as possible. The course employs a variety of different non-standard assessment types that have been reviewed and designed to permit accommodations for students with specific learning differences. All students will also have access to the courses offered by the Graduate School, which may support the development of some key skills aimed in the programme: doing presentations, writing dissertations, and others (see full offer

here: <https://www.imperial.ac.uk/study/pg/graduate-school/students/masters/professional-development/>).

Overall Workload

Your overall workload consists of face-to-face sessions, online sessions and independent learning. At Imperial, each [ECTS credit](#) taken equates to an expected total study time of 25 hours and the Master's program consists of 90 ECTS credits. Therefore, the expected total study time is 2,250 hours per year, of which 1,125 hours is dedicated to the coursework and 1,125 hours is dedicated to the research project. The taught program will be structured in 8 modules and an independent research project. You will complete a portion of the taught material during the intensive training sessions, and a portion of it online.

Roles and responsibilities

Teaching Staff

The MSc Conservation Science and Practice teaching staff are responsible for design and delivery of the taught sessions and asynchronous material you engage with as part of the programme. Individual instructors, module conveners and assessors are responsible for providing you with information about the organisation of the taught material and assessments, and for providing you with feedback on formative and summative assessments. You may ask for advice and further information from your instructors, and they are available for face-to-face and online meetings, and will respond to your emails as soon as they can. In addition, a personal tutor is assigned to every student.

Students

It is your responsibility to record the dates, times, and locations of all synchronous teaching sessions you should attend, undertake pre-session reading or other work as assigned, and engage with asynchronous teaching material in a timely manner. You are responsible for meeting assessment deadlines and ensuring all submitted work is your own and that you have abided by the guidelines on plagiarism. The primary responsibility for managing your progress through the programme rests with you – however, email reminders will be sent about teaching sessions, deadlines and other requirements and you are encouraged to contact the staff if you have any queries.

Teaching and learning

Intensive weeks

Three weeks of in-person teaching are delivered in each of the Autumn and Spring terms. Each online week consists of full-time teaching sessions, and you should expect to be in teaching sessions between 9am and 5pm every day, with a one-hour break for lunch scheduled at some point between 12pm and 2pm. You are expected to attend all in person sessions. These sessions will feature a wide variety of teaching methods to keep things interesting, from lectures and seminars to group work and discussions, to practicals and day trips. There may also be optional evening activities, such as socials, exhibition trips and panel discussions.

The Centre for Environmental Policy runs a lunchtime seminar series from 12pm to 1pm every Wednesday which you may want to attend – this is run hybrid so you can join online

as well. The Master's in Environmental Technology also runs a Policy Seminar every Thursday from 5pm to 6pm, followed by drinks – this is in person only.

Online weeks

Eight weeks of online teaching are delivered in each of the Autumn and Spring terms. Each online week consists of 3-5 synchronous (“live”) sessions – there will always be around 3 main teaching sessions, and there may also be journal club, tutorial, assessment, or check-in sessions. Online weeks will also incorporate asynchronous activities – pre-session reading or videos, recorded teaching material, practicals and quizzes, for example – and of course you are expected to undertake independent study based on the material you have covered in taught sessions.

The vast majority of online sessions will use Microsoft Teams. Please ensure that you have this installed and are familiar with its basic functionality ahead of the first online week. If you are having any technical problems with Teams, you should contact [Imperial ICT](#) in the first instance.

This online modality grants you more time and flexibility to study as suits you, but you will best reap these rewards if you actively engage with the online teaching, both synchronous and asynchronous. You should endeavour to plan your time well, giving yourself plenty of time to prepare before sessions and revisit material after sessions, as well as time to undertake asynchronous activities. Most importantly, you should treat online sessions as you would in-person sessions, by following these tips:

- Plan your time effectively so that you are not rushing to join the session or distracted by other things as you join or during the session.
- Set up a suitable work environment – as far as possible, a clean or quiet desk or table in a room to yourself.
- Close other apps, particularly social media, email and instant messaging apps (apart from Teams!) to minimise distractions.
- Silence your phone, and ideally place it somewhere away from your workspace.
- Whenever possible, actively engage with the session – ask questions and participate in group activities and discussions.
- Whenever possible, have your camera on.

Our experience clearly shows that engagement with the session, both for you, your peers, and the instructor, is well supported by as many people as possible having their camera on, especially in small group discussions. It really makes a difference for everyone, and we strongly encourage you to use your camera to fully participate in sessions. However, we recognise that for some people, their learning and engagement may genuinely be negatively affected by a camera, so we do not have a blanket 100% usage camera expectation.

Similarly, the more you actively engage with a session, the more you will learn. There are a range of ways you can engage, so please try to do so – even if it's just asking a question in the chat or raising your virtual hand to participate in polls!

Please remember that there are a range of spaces at Imperial that you can use individually or in groups to join online sessions if you happen to be in London.

All sessions are recorded; however, recordings are only made available to those who actually attended the sessions. Teams keeps track of who attends a session and for how long – videos will only be made available to those who have attended at least 60% of a session. We record sessions for three reasons:

- for students with specific learning differences for whom this is helpful,
- as a resource for all students who engaged with a session,
- as a resource for instructors to improve their teaching.

Session recordings are only shared with the core teaching team and the students that attended the session. Our instructors agree for sessions to be recorded under a strict set of guidelines that forbid sharing of the material outside of the cohort taught. You should never share any recorded teaching material with anyone else; any attempt to do so will be flagged by Teams and if we become aware of any attempt or actual sharing this will be dealt with under Academic Misconduct regulations.

Learning

You will learn as a cohort through discussions to evaluate the material provided in the seminars and additional reading material, group work exercises and computer-based exercises to practice skills such as prioritisation of conservation initiatives and the design of monitoring and evaluation programs, as well as formal and informal presentations. As typical for a Master's course, the teaching sessions are intended for a guide and introduction to a wide range of concepts and methods, and you are expected to use this as the basis for undertaking your own independent learning throughout the course. As a guide, Imperial expects that for every hour of teaching time, a Master's student should spend four hours on reading assigned and other texts, assessments and other independent learning.

You are encouraged to make the most of the opportunities offered to you while you are at the Centre for Environmental Policy, including attending weekly research seminars, debates, and policy seminars on Thursday afternoons. If there is an event that many students on the course particularly want to attend but clashes with the schedule, let us know and we will endeavour to accommodate.

Teaching Materials

All materials for the course will be provided to you through Microsoft Teams/ SharePoint, or in some cases Blackboard. We will endeavour to make all slides and any other teaching material available a few days ahead of teaching sessions. Recordings of all taught sessions will also be made available to those who attended the session. We run an almost entirely paperless course – apart from selected in-person sessions, all course material will be provided digitally only, and we encourage you to avoid printing wherever possible.

Course Modules

A Master's course at Imperial is worth 90 ECTS (European Credit Transfer System) credits. Each module is worth a certain number of ECTS, and you gain these credits if your overall weighted mark for the assessment criteria related to a module meets or exceeds the pass mark, which is always 50%. The ECTS credits for each module are given below: remember – 1 ECTS corresponds with approximately 5 hours of teaching and 20 hours of independent study. All modules on the course are compulsory. The course is comprised of seven taught modules and one independent module. Each module is assessed by one or more assessments, and some assessments assess multiple modules. The proportion of the final mark for each module that is assessed by each assessment is given below.

Introduction to the past, present, and future of biodiversity conservation (PPF, ENVI70030)

This module will allow students to get an understanding of the history and future of conservation. Conservation is a crisis discipline aimed at mitigating the rapid decline in biodiversity. Conservation focused initially on avoiding extinction of individual species, implementing national parks and protecting iconic places and wildlife. While these remain important, it now involves a much broader range of tools and approaches. Students will learn that solving biodiversity problems usually requires an interdisciplinary lens, engagement with a diverse range of sectors including business, government, and academia, and numerous ethical questions, and will be empowered to engage in this complexity.

By the end of the module, you will be able to:

1. Critically discuss key concepts in conservation science (e.g., extinction risk, ecological niche) and how they are used in international conservation efforts.
2. Evaluate the contributions of biodiversity to people and assess the relative importance of their threatening processes.
3. Communicate effectively about a wide range of ethical questions and challenges associated with conservation.

The seminars in this module will start by reviewing the importance of biodiversity loss and extinction risk and how it has progressed from being focused on ecology to become an interdisciplinary field. They will cover key concepts in conservation such biodiversity measures, population dynamics, population viability, and extinction and quasi extinction risk, niche and habitat concepts, metapopulations, species distribution models, conservation genetics, evolutionary conservation, endemism and invasive species. In a practical session, students will complete an extinction risk assessment based on the IUCN's red list procedure. Seminars will then delve into the history of conservation and the tools employed (e.g., protected areas, offsets) to achieve conservation objectives and the role of these tools in mitigating current and emerging threats to biodiversity. Students will discuss and critically evaluate the ethics of different approaches to conservation (e.g., triage and compassionate conservation), and the potential impacts of the various tools employed.

ECTS: 5

Assessments: Policy Brief (90%), Mini Project (10%)

Navigating the complexities of social-ecological systems (SES, ENVI70031)

Solving conservation problems will require engagement with both the social and ecological sciences. and considering processes occurring at both local, regional and global scales. Conservation problems happen within social-ecological systems which are invariably complex, diverse, and dynamic, meaning a broad suite of different knowledge types is required to achieve conservation outcomes effectively. Understanding conservation problems often means working with and integrating knowledge from various disciplines to

diagnose the problem effectively. During this module, you will cross disciplinary boundaries and delve into the complexity needed to tackle local and global conservation challenges.

By the end of the module, you will be able to:

4. Diagnose and assess the major elements of different social-ecological systems, system dynamics and feedback loops and identify critical scientific disciplines that can help solve a particular conservation problem
5. Engage with theories from different disciplines and assess the benefits of an interdisciplinary approach to solve complex conservation problems.
6. Critically discuss the potential challenges and opportunities for solving complex conservation problems using an interdisciplinary lens.

You will delve into the economic, political, social, and ecological theory, which can help understand conservation outcomes and inform conservation decisions. For example, you will learn about social-ecological systems theory, resilience theory, tipping points, predator-prey dynamics, migrations, ecosystem services, wildlife disease epidemiology, rational choice theory, common-pool resource governance theory, and theories from conservation psychology among others.

ECTS: 5

Assessments: Grant Proposal (45%), Presentation 2 (10%), Group Discussion 1 (45%)

Effective Decisions for Solving Conservation Problems (EDM, ENVI70033)

Effective conservation programs require individual people, teams, and organizations to make a myriad of decisions, the outcomes of which collectively influence the success of these initiatives. Ensuring that these decisions are defensible is essential because achieving conservation outcomes invariably requires trading-offs among different and sometimes competing values, costs, and benefits of various stakeholder groups. In this module you will learn about different techniques for effective decision-making, some of which are increasingly employed by conservation organisations and others which can make their decision better.

By the end of the module, you will be able to:

7. Justify where the deployment of strategic decision-making techniques can prove useful.
8. Apply structured decision making to solve conservation problems, including for prioritizing species to protect restore and monitor, and critique the results.

You will learn about the myriad of decisions made every day that will influence a conservation project's effectiveness. These decisions will be made by people with various roles and based on different types and levels of evidence. You will learn how to use structured decision making to inform these numerous decisions. You will be exposed to various tools used to inform conservation investments, including systematic conservation planning, project prioritisation protocol, and optimal monitoring. You will learn how to analyse trade-offs and engage with discussions on triage and optimising versus satisficing.

ECTS: 5

Assessments: Presentation 2 (100%)

Research Methods (REM, ENVI70034)

A sound understanding of principles, concepts and techniques that provide the foundation for ecological and social research is an essential part of the conservation professional's toolkit. In this module, you will learn how to characterise biodiversity and study social systems and will examine a range of methodological case studies. You will study the principles of hypothesis design, independence, sampling, and open science in social and

ecological contexts, and be introduced to tools for managing and interpreting data. These skills are critical for empowering conservation practitioners to use evidence in their practice.

By the end of the module, you will be able to:

9. Design a robust research plan to answer a conservation-relevant question including, developing a strong experimental design, reflecting on how different types of data (e.g., from the field, citizen science, or from remotely sensed data) are important and can complement each other.
10. Engage with and practice open science
11. Design and implement effective tools to collect data in accordance with research ethics considerations.
12. Interpret simple analyses with the quantitative and qualitative data collected.

You will be exposed to different experimental designs, research techniques, and ethics permission processes during various lectures and seminars. For example, they will learn techniques for estimating species abundance and movement, assessing ecosystem integrity, and mapping species distributions. The you will also practice some of the critical techniques used in conservation practice, such as writing survey questions, undertaking interviews, Q methodology, undertaking a Population Viability Analysis and analysing qualitative data during group activities.

ECTS: 7.5

Assessments: Grant Proposal (80%), Team Challenge (6.7%), Mini Research Project (13.3%)

Conservation Actions and Interventions (CAI, ENVI70035)

With limited time and resources to save biodiversity, those working in conservation need to be able to respond effectively, efficiently, and appropriately to the major challenges and problems facing the natural world. In this module, you will be exposed to key tools and actions that are being used in conservation and critically examine their ability to meet pre-defined goals and contribute to positive conservation efforts for both nature and humanity. As part of this module, you will also gain an appreciation of the importance of the monitoring and evaluation, evidence-based and evidence-informed conservation, to ensure conservation practitioners design their conservation projects for success and re-evaluate their actions to improve them over time.

By the end of the module, you will be able to:

13. Assess existing and emerging complex conservation problems and relate them to drivers of global change.
14. Compare and critically evaluate various conservation tools for solving complex conservation problems, including protected area planning, species management, restoration and reintroduction, financial incentives, offsets, and ex situ conservation.
15. Develop a monitoring and evaluation plan to assess the diversity of outcomes and impacts of conservation projects, define and measure effectiveness, and monitor progress.

Through a range of lectures, seminars, tutorials, and groups work, you will learn how to define project goals, objectives, and activities and develop measurable indicators to track progress towards those goals. Lecturers will provide a range of real case studies that use theories of change to understand and monitor their progress. You will also be introduced to the challenges of assessing impacts and techniques such as quasi-experimental designs, control charts and counterfactuals that help overcome these challenges.

ECTS: 7.5

Assessments: Presentation 2 (30%), Group Discussion 2 (60%), Grant Proposal (10%)

Implementing conservation practice through projects and partnerships (PMP, ENVI70036)

The ability to fund, manage and deliver projects is critical for conservation practice and research. The ability to do so often depends on translating challenges to opportunities, effective leadership, communication, willingness, the capacity to collaborate, and impeccable organisational skills. This module will provide training and knowledge of how conservation practitioners put these skills into practice to implement effective conservation, as well as the challenges they face doing so.

By the end of the module, you will be able to:

16. Critically evaluate and identify numerous techniques for improving the effectiveness of conservation initiatives.
17. Reflect upon your personal leadership strengths and weaknesses based on case studies of effective conservation leadership.
18. Advocate and negotiate effectively and manage partnerships and social networks to develop strategies
19. Create and manage budgets.
20. Develop management plans with tools, such as Gant charts and log frames, effectively.

This module is practical and self-reflective. You will learn from case studies on effective conservation leadership and engage in numerous exercises to practice their own leadership, negotiation, stakeholder mapping and project management skills. They will also work within tutor groups to reflect on the lesson learned and their strengths and weaknesses, developing a plan to build their skills further and the partnerships they need for the next steps in their career.

ECTS: 7.5

Assessments: Team Challenge (83.3%), Presentation 2 (16.7%)

Inference & Estimation (IAE, ENVI70037)

Understanding the statistical principles of estimation and inference are crucial for modern quantitative research. This module will teach the concepts and techniques that underpin systematic literature reviews, empirical data analyses and meta-analysis. Using the freely available statistical software R, you will learn how to efficiently and reproducibly manipulate, explore, and visualise data. We will review a core set of statistical methods that are of wide use in both social and ecological research. You will learn how to test hypotheses and make estimates based on existing information. The examples will focus on applied conservation problems and involve both spatial and temporal dimensions.

By the end of the module, you will be able to:

21. Analyse quantitative data, including: Organise data in spreadsheets and use R for data exploration, use R for data visualization, write and debug efficient R scripts and functions, use R packages.
22. Understand your data and uncertainties associated to it, including assessing the internal and external validity of your data, analysing the distribution of your data, describing type 1 and type 2 errors and using data to test social and ecological theory
23. Understand statistical inferences, estimation and confidence intervals and select and carry out appropriate statistical analyses to test social and ecological theory.

This module will be delivered online through seminars, practical exercises, and tutorial groups. You will be given a range of activities which they will have a set timeframe to complete. You will be expected to undertake practical exercises before meeting with tutorial groups. Tutorial groups will be used to problem solve and discuss exercises.

ECTS: 7.5

Assessments: Mini Project (100%)

Independent Research Project (IRP, ENVI70038)

You will undertake a four-month independent research project from the 1st of April until September (terms 3 & 4), supervised by a member of staff. This will give you the opportunity to gain a deeper academic understanding of an area of personal interest in conservation science. You may have the opportunity to work with academic research groups, on projects proposed or supported by external partners, or develop your own projects. It is expected that you will be able to draw novel insights from your area of study.

By the end of this module, you will be able to (mapped to programme ILOs):

- Apply appropriate methodology to conduct a small-scale research project
- Critically engage with a range of quantitative and qualitative research literature and methods
- Draw out original insights from their research
- Understand and communicate how your research contributes to conservation science and practice
- Present your findings in written format
- Plan and take responsibility for your own learning

The specific module content will vary depending on the research project that you choose; this will determine the choice of methodology available. Generally, the module will include: appropriate research design; a critical engagement with relevant literature and methodology; and collection and analysis of data; presentation of findings.

ECTS: 45

Assessments: Thesis Report (80%), Thesis Viva (10%), Thesis Presentation (10%)

3. Assessment

Your progress throughout the course is evaluated through formative and summative assessments. **Formative assessments** are generally smaller in scale, linked to a specific teaching session or set of teaching sessions, and you will receive feedback and sometimes a mark. Formative assessments are designed to help you consolidate and further guide your learning, and do not count towards the final mark of the course.

Summative assessments synthesise knowledge and understanding you have developed from across the sessions in a module and may also synthesise teaching from across multiple modules. Our summative assessments are designed to emulate a variety of real-world tasks, with the aim of building and testing skills that are useful for conservational professionals across science, practice, and policy. Each assessment is linked directly to one or more of the learning objectives of the course (detailed above), and these links are noted in the rubric.

The topics assessed by a piece of coursework will be revisited in class when the assessment is set, and while you are working on it there will be at least one dedicated assessment Q&A/support session.

You will always receive both a provisional mark and compiled feedback for summative assessments, and the marks for summative assessments count towards your final course mark.

Note that all dates given below are preliminary and subject to change up until an assessment has been set. During the session setting the assess you will be told the final assessment date and submission deadline – these will be the authoritative deadlines and overrule any dates below.

Submitting summative assessments

All summative assessments require a submission to Turnitin via Blackboard, as detailed in the table below. Note that some assessments may comprise multiple components with different requirements. Where possible, assessments are marked blind, so you should never include your name when submitting these assessments.

Assessment type	Blind marking	Must submit	May submit
Written <i>Policy Brief, Grant Proposal, Mini Project, Independent Project Report</i>	Yes – do not include your name in the submitted material (except Independent Project Report)	Written coursework in doc, docx or pdf format	Appendices, where permitted, in the same document
Poster <i>Team Challenge Sprint</i>	No – include your name or group name in the submitted material	Poster in pdf format	
Presentation <i>Presentation 1, Presentation 2, Independent Project Presentation</i>		Presentation slides in pdf format	Speaking notes at the end of the pdf document
Oral <i>Group Discussion 1, Group Discussion 2, Independent Project Viva</i>		Cover sheet with assessment-specific details in doc, docx or pdf format	Speaking notes at the end of the document
Video/Podcast <i>Team Challenge Sprint</i>		Transcription of video/podcast in doc, docx or pdf format	

The definitive time of submission will be taken as the time that the electronic version is received. If **mitigating circumstances** may prevent you from submitting your work on time, you should submit a mitigating circumstances form (see below).

If you hand in coursework late without mitigating circumstances, marking of the coursework will follow College regulations: submissions received within 24 hours of the submission date

will be marked, but marks will be capped at 50%; submissions received after this time will receive 0%.

All assessments will have a word, page, or time limit as appropriate. Markers will not assess any part of your work that exceeds any word or page limit. Exceeding time limits in presentations and discussions will generally attract lower marks for the oral skills component of an assessment.

Note that the deadlines for some assessments differ between full and part time students, as detailed below.

Marking and feedback

All summative assessments are double-marked (i.e., marked by two assessors), and are blind-marked where possible. If there are discrepancies between the two marks, then they will be discussed, and a justified overall mark will be agreed. Markers will also write feedback on your assessment.


The appendix at the end of the guidebook shows **preliminary** rubrics for all assessments. The final rubric will be confirmed when an assessment is set. You should always carefully review the rubric when undertaking your assessment, particularly the aspects required for the top marks and the weighting of different criteria. A rubric is a table where rows are marking criteria – specific parts of the assessment, often linked directly to one or more learning objectives for a module. Columns are marks, and the cells of the rubric describe the requirements that your assessment must meet to gain that mark. Note that in most cases, there are multiple requirements for a given criterion and mark – your assessment will gain the highest mark for a criterion where **all** requirements are met. All rubrics are available at the end of this guidebook and online – you should thoroughly read the rubric for each assessment.

You will receive feedback for all assessments and provisional marks for all summative assessments. You can generally expect to receive provisional marks and feedback within 2 weeks of submission for written assessments, and within one week of assessment for all other assessments. Note that according to College Regulations, provisional marks and feedback for the Independent Project module do not follow these timelines and are released at the same time as your final confirmed mark for the course.

All marks you receive for summative assessments are provisional until discussed and agreed upon at the Board of Examiners meeting at the end of the academic year. After this meeting, your final marks are submitted to College Registry, who will then release them to you.

The College has policies and procedures to support the setting, sitting, marking and moderation of all assessment. These can be found within the Regulations and College Policies at:

 www.imperial.ac.uk/about/governance/academic-governance/regulations/

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Presentations

Giving presentations is a crucial skill across all Conservation career paths. The ability to condense concepts and into succinct explanations and use appropriate and enhancing

visual aids will stand you in excellent stead to communicate with colleagues, stakeholders, and funders. You should take presentations assessments as seriously as the written assessments, as the practice and feedback you receive will help you do well in future assessments. Further details can be found below. There will be a presentation skills workshop in week four to discuss and revise how to give an effective presentation.

You may use notes of text not on your slides as prompts and reminders while you speak; while it is generally poor presentation or discussion style to simply read out pre-prepared speech, it is understandable to have such notes prepared to remind you of key facts, figures, or references, or to help with confidence or English speaking. However, it is important to avoid over-use of notes and reading out considerable amounts of text in order to gain the best marks in communication.

To avoid plagiarism, any text you read out must either be your own work or include an appropriate citation. You must submit any and all speaking notes that you use to Turnitin, as a single document, following your slides (not in the Notes section in PowerPoint). It is fine not to have any pre-prepared speaking notes, but if you appear to be reading from notes that you do not submit, this will be dealt with in line with the College's policies on plagiarism.

Discussions

The ability to facilitate a conversation and communicate your ideas during a discussion is critical for conservation scientists and practitioners. These assessments test your ability to do this. Based on your seminars and supplementary reading, you will discuss a set of questions in turn as a group of around five people. For each question, one person will facilitate the discussion, and the others participate, rotating these roles for each question. You will be allocated a broad topic corresponding to specific teaching sessions, within which you will decide a question for the discussion you will facilitate. You should expect to have 2-3 days to come up with your question, including time to discuss questions with other students who have the same topic where applicable. The questions will then be checked by the module convener before a final list is shared to all students for preparation ahead of the assessment. You will participate in discussing around five questions, but you should prepare to participate in all questions apart from the one you're facilitating, as group allocations will only be made on the day of the assessment.

During the assessment, as a facilitator you will present and contextualise your question, followed by facilitating the ensuing discussion by keeping it on track and ensuring everyone speaks. You will then summarise and conclude the discussion. You will be assessed on how insightful the question you pose for the discussion is, how well it is scoped and how you facilitate and summarise the discussion.

As a participant, you will present your thoughts and knowledge associated to the opportunities and challenges of solving the question. You will discuss the application of different solutions, their feasibility, challenges, and limitations from various disciplinary standpoints. You will be assessed on the quality of your comments, how effectively you listen to peers and build on what you have heard, and how you construct a link to ecological and social processes operating at local, regional, and global scales.

You may use and refer to pre-prepared notes comprising specific details, quotes or other useful information during the assessment. However, to avoid plagiarism you must always quote the source of any text you read out. As you are marked on your ability to respond and build on the discussion, it is not recommended that you prepare and read out your entire contributions, but limited use of pre-prepared contributions to remind you of key facts, figures

or references, or to help confidence and English speaking is understandable. You must submit a document comprising your name, the question you will be facilitating and any pre-prepared speaking notes for your facilitation and presentation to Turnitin.

Written work and Generative AI

Use of generative AI tools, such as ChatGPT is under review by the College and we will follow regulations and policies as they are published. See <https://www.imperial.ac.uk/about/leadership-and-strategy/provost/vice-provost-education/generative-ai-tools-guidance/>

In the meantime, and noting that this guidance is likely to be superseded by College policy at some point soon, our course policies are as follows:

- **Don't submit text from generative AIs as your own work.** You should ensure your submitted assessments reflect your own ideas and abilities, using whatever tools you find useful to undertake your work more effectively. We believe that generative AI is one of many tools you could use during the development and planning of work, but you should never submit any text generated by an AI as your own work. Doing so is plagiarism and will be detected and dealt with in line with the College's policies on plagiarism.
- **Always supply URLs in reference lists.** Generative AI has been known to generate false citations and references. For this reason, as well as it being good practice, all reference sections must include a URL for every single reference except unpublished work or personal communications. We recommend a DOI URL. An assessment containing references without a URL, apart from those exceptions, will attract a 0 mark for the referencing criterion and will be examined more closely for issues of plagiarism. If you cannot provide a URL for a reference for another reason, you should contact the assessment convener.

You can find further information and guidance on the use of Generative AI from the library here: <https://www.imperial.ac.uk/admin-services/library/learning-support/generative-ai-guidance/>

Peer assessment

Two assessments will be undertaken as part of a group, where you will collaborate with 2-3 of your classmates to prepare the assessment materials. Each assessment will comprise criteria that are marked as a group – all members of the group will receive the same initial mark for these criteria. Your group marks will then be weighted according to a peer assessment. This comprises a short form that you will use to give feedback on your classmates' performance in the group work. The averaged, moderated results from this feedback will be used to weight your marks in group-assessment criteria to generate your total weighted mark for the assessment.

We use group assessment and peer marking for several reasons:

- It can motivate students to be more invested in group exercises as poor performance will be reflected in your peer feedback and could affect their grade.
- It provides exposure to different ways of working, with different members of a team having different strengths.

- It leads to better self-reflection by students, and re-evaluation of your own approaches to work.
- It helps develop confidence, analytical skills and the ability to self-assess.
-

Peer feedback, moderated for content and appropriateness, will be anonymously included in the individual feedback you receive for your assessment.

Course Assessments

Policy Brief (5%)

The Past, Present and Future of Conservation module introduces a range of current topics on Conservation, many of which may be relevant to future government policy. You will write a 2-page brief for policymakers on a topic of your choice, focusing on how the topic relates to conservation of species and/or ecosystems. You will introduce key conservation science concepts underpinning our understanding of the topic, highlight and synthesise current research in the area, detail anthropogenic threats and the relevant benefits of biodiversity to people, and discuss ethical considerations. Some example topics are, rewilding, human-wildlife conflict, translocation, community-based conservation, but you can choose any topic you like. The policy brief should focus on 1-3 case studies.

This assessment draws on and assesses reading and synthesising scientific literature, along with clear and succinct audience-centred written communication. Workshops on how to conduct a basic literature review and writing skills will be held to support this assessment. Guidance on writing policy briefs can be found here: <https://post.parliament.uk/how-to-write-a-policy-briefing/> and the assessment should be written in the style of a POSTnote, of which examples can be found here: <https://post.parliament.uk/type/postnote/>, albeit of a shorter length. The brief should contain some useful figures and diagrams drawn from the literature and simplified as necessary.

Presentation 1 (2.5%)

The first sessions of the Conservation Actions module will introduce you to the Conservation Science Standards. In this assessment, you will work as a group to apply the Standards to one of the case studies you have considered during the session. Using MiradiShare Online or a Miro board to assist, you will develop two new strategies and Theories of Change. You will present the scope, vision and targets of your plan, followed by the threats and situation model. You will discuss the strategies you brainstormed and how you prioritised them before finally outlining your final strategies.

This assessment draws on and assesses group work and presentation skills. At the beginning of the assessment period, you will attend a workshop on presentation skills to support this assessment, where you will also be signposted towards lots of relevant resources. You will be marked individually on your presentation skills, and as a group for the content and visual aids used in your presentation. Each person in the group should present part of your strategy. The group mark will be weighted by peer assessment (see above). You should prepare a PowerPoint presentation to present your strategy and you may include images from Miradi if desired, although this is not compulsory.

Group Discussion 1 (2.5%)

During the seminars in the Social-Ecological Systems module you will be presented with a wide variety of conservation issues and challenges that are being dealt with by practitioners and scientists around the world, aiming to reduce the impact of people on species and ecosystems while maintaining the social values of the landscape. This assignment tests your ability to critically discuss the potential challenges and opportunities for solving complex conservation problems using an interdisciplinary lens.

Examples of the topics for discussion may include: How can we leverage property regimes for conservation? How do we control the illegal wildlife trade? Does a diversity of perspectives strengthen or weaken global conservation efforts? When is community-based resource management most effective?

You will be assigned a broad topic and expected to develop a question on that topic. During the assessment, you will moderate a discussion around your question, and participate in several other discussions around other student's questions.

Grant Proposal (10%)

In this assessment, you will write an application for the Whitley Fund for Nature Awards 2024 using a pre-defined form and application guidance provided. Drawing from the Social-Ecological Systems and Conservation Actions and Interventions modules in the Autumn term, you will come up with your own small research project that evaluates the ecological effectiveness and social impact of a potential conservation action within a social-ecological system. You will design an evaluation methodology as well as a monitoring and evaluation plan, drawing on relevant sections of the Research Methods module. You should provide a theory of change, a logical framework (logframe), and a budget, as well as various other important aspects of the project that are commonly asked for in grant proposals.

This assessment will be set at the end of a week of sessions about fundraising for conservation projects, including a workshop on how to prepare grant proposals.

Team Challenge Sprint (7.5%)

In this assessment, you will have to work as a team to investigate a problem and innovate potential solutions, before pitching a prototype of your solution to peers and CEP staff through a poster and 90-second video or podcast. This assessment will start at the beginning of Spring term when each team chooses one of several Challenge areas to investigate. These will include topics of scientific interest and urgency based on recent horizon scanning exercises, such as: the potential side effects of ocean garbage patches; increased demand for the biodegradable biopolymer chitosan; global declines of kelp forest; and international growth of traditional Asian medicine.

You will be marked on the novelty and feasibility of the potential solutions, along with the quality of the presentation and communication in your infographic poster and video or podcast. The best pitches will be featured on CEP social media channels and students are encouraged to be creative and think carefully about how to effectively communicate their ideas. You'll also need to think carefully about your individual strengths and weaknesses and allocate group roles, putting skills and knowledge you have developed from the Building Projects and Partnerships module into practice. Your project management skills as a team will also be assessed through a brief planning document, in which you will outline the plan for your team's work, justifications for the division of labour, key milestones and timelines (with a Gantt chart). This will first be submitted close to the start of the Team Challenge as a

formative (i.e., non-graded) assessment, on which we will provide feedback. You will then resubmit this document along with a group statement of reflection on how the work went for formal summative (i.e., graded) assessment at the end of the Team Challenge (alongside the infographic and video/podcast). You will be marked as a group, and the group mark will be weighted by peer assessment (see above).

Presentation 2 (7.5%)

The Effective Decision Making module introduces you to a wide range of techniques for solving conservation problems, and the Social-Ecological systems module explores the context of these problems. In this assessment, you will work individually to use the Marxan planning software to solve a spatial conservation problem using decision science. You will choose from template projects on Marxanplanning.org or draw on available online data or other resources to solve a problem of your choice. You will develop a spatial plan to solve the conservation problem, and then present your work to your peers and the module team. You should discuss the context of the problem, present and justify your application of decision science, and discuss how you would assess the effectiveness of proposed conservation techniques.

You will be assessed on how you draw together theories from different disciplines in contextualising the problem, how you apply, justify and critique the use of your Marxan, and how you evaluate proposed conservation techniques. You will individually present in a 12-minute presentation followed by 3 minutes of questions.

Group Discussion 2 (5%)

Throughout the teaching sessions forming the Conservation Actions and Interventions module you were presented with a wide variety of case studies on conservation problems and solutions. This assignment tests your ability to critically analyse and discuss the advantages and disadvantages associated to these different actions and interventions. This assignment tests your ability to critically discuss the potential advantages and disadvantages of various conservation actions and interventions associated to a given topic. Examples of the broad topics for discussion may include: The challenges and opportunities in forest restoration; Certification schemes and palm oil; Use of eco-tourism for conservation; The relationship between trophy hunting and conservation.

You will be assigned a broad topic and expected to develop a question on that topic. During the assessment, you will moderate a discussion around your question, and participate in several other discussions around other student's questions.

Mini Project (10%)

In this assessment, you will undertake a simple project analysing quantitative data about research questions on a topic of your choice. Drawing on the topics introduced in the Autumn term, particularly the Past, Present and Future of Conservation module, you'll synthesise literature to come up with and preregister an appropriate set of questions, on which you'll receive instructor and peer feedback. You'll then use data mining approaches introduced in the Research Methods module to collect data before using techniques studied in the Inference and Estimation module to process, visualise and statistically analyse your data.

The assessment will closely track along the Inference and Estimation module, and you will develop and test your quantitative skills with your own dataset throughout the module. The

assessment will draw on skills in literature review and scientific writing developed in the Autumn term and be facilitated through sessions on data mining and other methodological approaches during the Research Methods module. Your final assessment will follow the standard format of Introduction, Aims, Methods, Results, Discussion.

Independent Research Project (50% across three assessments)

Your research project can be on any topic within the broad area of conservation science. Some projects are purely conservation ecology, and others pure social research for conservation. Many have aspects of both. The only stipulation is that the project should have a clear pragmatic application to the conservation of the natural world.

An MSc project needs to be an original piece of research. This does not necessarily involve collection of original data or statistical analyses - a critical analysis of existing research, a meta-analysis or systematic review can also be original, as can a policy-based study with a strong analytical framework. It is preferable in the short time available to carry out an in-depth, narrowly focused study (which is placed into a broader context) than a broader, and necessarily superficial study. Many MSc theses are potentially publishable, although some further work may be required after submission of the thesis. Your project mark counts for 50% of the overall marks for the course, broken down by marks for report, presentation and viva.

Choosing a project

It is best to keep an open mind about your project choices until you have been on the course for at least a few weeks, as there are many project opportunities to take advantage of that are unique to this course. Having said this, some projects are the idea of the student alone, often based on their previous experiences. Others are predetermined pieces of work that are offered by supervisors or outside organisations. Often, however, the project is a hybrid, in which you match your interests with the interests of your supervisor/collaborating organisation and work together to develop the idea. If you have a clear idea for your project, please discuss it with the course director/conveners and staff as soon as possible, to ensure that it is feasible and academically appropriate before committing to it. If you have a less defined interest, this is also worth discussing with us, so that we can point you towards appropriate potential supervisors. Do also consult MSc theses from the MSc in Conservation Science and Practice from previous years so that you can get a feel for what people have done in the past (see section below on how to do this).

Projects tend to be allocated on a first-come, first-served basis. We expect many projects to be offered by February, particularly those offered to multiple courses. If you are interested in a project, you are advised to contact the prospective supervisor as soon as possible. You should also approach lecturers on the course if you are interested in their work, as they may have ideas that are not advertised. If a particular project idea proves to be very popular, then individual supervisors may run a selection procedure to decide who to allocate a project to. We will let you know the procedure when the need arises.

Full time students should be thinking seriously about your project choices in the Christmas vacation and be actively pursuing ideas from the first few weeks of the Spring Term. Part time students have much longer – aim to start thinking seriously in the Easter vacation and be actively pursuing ideas between then and the end of the academic year.

Supervision

Your supervisory team must include a member of Imperial College London's academic staff but additional supervisors beyond these organisations are welcome. Normally, you could

reasonably expect to be given desk space at main supervisor's organisation. Think of your supervisor as a resource, who you should contact regularly for advice, if only to give them a progress update. The supervisor expects on average to see you for about 30 minutes a week (full-time) / fortnight (part-time) during the project period, though this is not likely to be uniform - you are likely to need intensive guidance early on when defining the project and in the analysis and write-up stage, less so during the actual research phase. Your supervisor may contact you if you do not get in touch regularly, but the onus is on you to make appointments to see them, as you are the principal investigator of your research project. You also need to ask about their travel plans and ensure that you give them time to read your work before you meet. You can expect your supervisor to read and comment on one relatively final draft of the thesis, either in full or in sections (however they prefer), but not more.

Timing and Support

You may start planning your project at any time, and a research idea and approach should be completed before the end of the Spring Term for full time students, or end of year 1 for part time students. Once you embark on your project, you will be required to submit ethics approval request and a project proposal to your supervisor for formative assessment. You need to obtain approval for overseas fieldwork in advance from the Faculty of Natural Sciences Health and Safety Officer and your supervisor, which will be given on satisfactory completion of a risk assessment, medical and contact details form. You will be given training in completion of these forms and in basic fieldwork safety on the project preparation days. Two Project Review Days will be held online: These aim to assist you with your project design, data management, selection of methodology and methods (qualitative and quantitative), proposed statistics and other analytical techniques, and interpretation of results. All students must attend both Project Review Days. For full time students, these will be towards the end of Spring Term and Summer term respectively; for part time students, these will be around July of year 1 and February of year 2 respectively.

If you require additional help with your analyses at any point during your project, you can approach any of your supervisors, Imperial staff as well as looking online. Please don't be shy to ask!

Thesis Report (40%)

Thesis Format

Theses are largely formatted as a Conservation in Practice and Policy article for the journal Conservation Biology. The word limit is 6000 words, exclusive of references. Specific details of the format can be found in Appendix 2, comprising the University's requirements for the front materials, and the journal-based format and structure description.

Remember, if you used the same project idea when writing your grant proposal assessment, you should be careful to avoid self-plagiarism – do not simply copy-paste text from the previous assessment, you should freshly rewrite anything you previously submitted. Consult the course director/conveners or your internal supervisor if you are unsure.

Thesis Submission

The submission of your thesis online through Blackboard via Turnitin will be considered your definitive submission for the purpose of assessment. Later, you will be required to load a final version on to the University's Spiral database. If you have external supervisors or collaborating organisations, they will also need copies for their files –ask if they prefer a .pdf or hard copy. This can be sent to them after your examination, along with any datasets and other materials that they may need.

If the thesis contains confidential information that a collaborating organisation does not wish to have made public, then you can include this in a removable Appendix, which will be removed before the thesis is placed in the library. Please make sure this is clear to the course director and course staff to ensure that the correct version is uploaded onto Spiral. Please submit the confidential information electronically as a separate .pdf document so that it will not be included in the online archive.

We will assume that you agree to having a .pdf of your thesis archived in our online thesis library, unless you tell us that you would rather not do this.

Thesis Marking

As with all other coursework, your thesis is marked by two markers, one of whom will usually be your internal supervisor. Then the markers agree on a joint internal mark, based on a discussion of the reasoning behind any discrepancies between their marks. Your external supervisors may be asked to comment on the project but not to give a mark. The project and all the marksheets will be assessed by an External Examiner.

Previous Years' Projects

Theses and publications by staff and students at Imperial College London are to be found on Spiral, an open access repository, at <http://spiral.imperial.ac.uk>. Do look at them to get a feel for the range of topics, supervisors, and external organisations that have come before you.

Thesis Presentation (5%)

All students will present their project as part of a final year symposium in September, following their thesis submission. This can be attended by your classmates, supervisors, the CEP community and your friends and family, should you wish to invite them. This is an opportunity for you to get together with your colleagues, hear about the work each of you has done over the previous six months, and to celebrate your achievements. The presentations should be 12 minutes long and will be followed by 5-10 minutes of questions and discussion.

Thesis Viva (5%)

All students will undertake a viva with their two examiners. The aim of the viva is to provide you an opportunity to discuss your assessed work in advance of the Board of Examiners' meeting, and to talk about your performance, experience of the course, and your aspirations. The viva will focus on the project, but around this the examiners may ask related questions on any topic relevant to the course. It is a chance for you to shine and to demonstrate your enthusiasm and knowledge about your subject.

How marks are calculated

Your overall final mark for the course will be equivalent to the overall weighted average of the final confirmed marks for each assessment (weightings given above). Marks are only confirmed at the end of the academic year during the meeting of the Board of Examiners. College Regulations require that you receive an aggregate mark for each module, that you pass all modules in order to complete the course. Individual module marks are calculated from the weighted average of components from one or more assessments. For example, the Independent Project module is assessed by three assessments, all of which assess only that module. Thus, your mark for the Independent Project module will be 80% report, 10% presentation and 10% viva.

The college regulations on the assignment of degree classifications are as follows:

Award and Classification for Postgraduate Students

Classification of Postgraduate Taught Awards

The College sets the class of Degree that may be awarded as follows:

1. Distinction: The student has achieved an overall weighted average of 70.00% or above across the programme.
2. Merit: The student has achieved an overall weighted average of above 60.00% but less than 70.00%.
3. Pass: The student has achieved an overall weighted average of 50.00% but less than 60.00%.
4. For a Masters, students must normally achieve a distinction (70.00%) mark in the dissertation and designated final major project (as designated in the programme specification) in order to be awarded a distinction.
5. For a Masters, students must normally achieve a minimum of a merit (60.00%) mark in the dissertation and designated final major project (as designated in the programme specification) in order to be awarded a merit.
6. For a Masters, students must normally achieve a minimum of a pass (50.00%) mark in the dissertation and designated final major project (as designated in the programme specification) in order to be awarded a pass.

Part time students must have completed all requirements of the taught modules to progress to the next calendar year.

Academic Integrity and Academic Misconduct

As your programme of study continues, you will be taught the concept of academic integrity and how you can ensure that any work that you complete now, or in the future, conforms to these principles. This means that your work acknowledges the ideas and results of others, that it is conducted in an ethical way and that it is free from plagiarism. Academic integrity is fundamental to learning, teaching and research and it is important to understand what it means you and the international community of research that you are joining.

Academic misconduct is the attempt to gain an academic advantage, whether intentionally or unintentionally, in any piece of assessment submitted to the College. This includes plagiarism, self-plagiarism, collusion, exam offences or dishonest practice. Full details of the policy can be found at:



www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/plagiarism-academic-integrity--exam-offences/

Definitions of the main forms of academic misconduct can be found below:

Plagiarism

Plagiarism is the presentation of another person's thoughts, words, images, research or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse. Plagiarism may be intentional, by deliberately trying to use another person's work by disguising it or not citing the source, or unintentional where citation and/or referencing is incorrect.

Plagiarism must be avoided, with particular care on coursework, essays, reports and projects written in your own time but also in open and closed book written examinations. You

can support your understanding of proper referencing and citation by using the resources available from the College such as the Library learning support webpages at:

 www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/

For group work, all members have responsibility for the integrity of the work submitted. Therefore, if plagiarism (or another form of academic misconduct) is proven, all group members may be liable for any penalty imposed.

The College requires you to complete mandatory training on plagiarism awareness. You can access this training online via the Graduate School's website.

 www.imperial.ac.uk/students/academic-support/graduate-school/students/masters/professional-development/plagiarism-online/

Turnitin is an online text matching service which assists staff in detecting possible plagiarism. The system enables institutions and staff to compare students' work with a vast database of electronic sources. Your programme team will explain how it is used in your programme

 www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/turnitin/

Collusion

This is the term used for work that has been conducted by more than one individual, in contravention of the assessment brief. Where it is alleged that there has been collusion, all parties will be investigated initially under the Academic Misconduct procedure.

You should note that whilst the College encourages students to support each other in their studies you should be careful to ensure that you do not exceed any assessment brief with regards to individual work, always acknowledge the contributions of others in your work, and do not leave yourself open to allegations that you have supplied answers to enable another student to commit academic misconduct.


Dishonest practice

This is the most serious category under the procedure. Examples of dishonest practice include bribery, contact cheating (buying work from an essay mill (which is illegal in the UK) or other individual to submit as your own), taking an exam for someone else or getting someone else to take an exam for you, attempting to access exam papers before the exam, making a false claim for mitigating circumstances or providing fraudulent evidence, falsifying documentation or signatures in relation to assessment or a claim for mitigating circumstances.

4. Board of Examiners


Board of Examiners

 Dr Morena Mills

 Dr Thomas J. Creedy

 Dr Alec P. Christie

External Examiners

 Dr Howard P. Nelson, Department of Geography, University of Cambridge

An External Examiner is normally an experienced member of academic staff from another Higher Education Institution who acts as a critical friend to your programme of study. For some programmes, one of the External Examiners could be an industry expert to provide the professional expertise needed to support the programme. External examining is an essential part of the College's quality assurance and enhancement process, ensuring that academic standards are maintained. The knowledgeable and independent views of external examiners are invaluable in certifying that the College's awards are appropriate and comparable as well as highlighting good practice and potential areas of enhancement.

During your programme you may be invited to meet your external examiners to discuss how you have found the. It is not appropriate however, for you to seek to submit complaints or representations directly to external examiners or to seek to influence them other than by giving feedback in a meeting. Inappropriate communication towards an examiner would make you liable for disciplinary action. If there is a specific issue that needs to be resolved, please see the Student Complaints Policy and Procedure.

A summary of External examiners reports from the previous academic year can be found here:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/external-examining/

5. Location and Facilities

Imperial has a number of campuses in London and the South East. All have excellent travel links and are easily accessible via public transport.

Your main locations of study will be:

South Kensington Campus

Centre for Environmental Policy

Weeks Building

16-18 Prince's Gardens

London, SW7 1NE

Centre for Environmental Policy – Teaching Rooms

1st Floor, **Sherfield Building**

Location and orientation of the department

Weeks Building provides the focal point of the Master's in Conservation Science and Practice. We are located on the opposite side of Exhibition Road to the main campus, close to the Ethos Sports Centre, on the north side of Prince's Gardens. There is a shop and Eastside Bar/cafe opposite the buildings in Prince's Gardens.

CEP also has a suite of teaching rooms in the Sherfield Building (SHER Rooms 164-170).

Computer access is available in Room B01 (In the basement of Weeks Building), and print jobs can be sent to various printers in the department and around the campus.

The Department's Administrative/ Postgraduate Office is located on the ground floor of Weeks Building, Room G01, opposite the main entrance and is open Monday-Friday, 9am-5pm.

Library Services

The Abdus Salam Library (formerly named Central Library) at South Kensington is open 24 hours for study space, and further space is available to all students in GoStudy on levels 4 and 5 of the Chemistry Building.

Make sure you find out who your subject librarian is as they'll be able to help you find books and online resources for your assignments. Also, don't forget to check out the Library's range of training workshops and our other campus libraries for access to specialist medicine and life sciences resources. You can borrow up to 40 books and, whether you're working on or off site, you'll be able to access e-books, e-journals and databases from our collection of almost 400,000 titles. If we don't have what you need, we can get it for you, simply ask us to buy it or request a copy through our free Document Delivery service.

For any questions our staff will be happy to help, simply chat with us online or contact us via email, phone or social media, just check our website for details:

 www.imperial.ac.uk/library

Shuttle bus

A free shuttle bus runs between our South Kensington, White City and Hammersmith Campuses on weekdays. Seats are available on a first-come, first-served basis. You need to show your College ID card to board. You can download the timetable and check the latest service updates at:

 www.imperial.ac.uk/estates-facilities/travel/shuttle-bus

Maps

Campus maps and travel directions are available at:

 www.imperial.ac.uk/visit/campuses

Accessibility

Information about the accessibility of our South Kensington Campus is available online through the AccessAble access guides:

 www.accessable.co.uk/organisations/imperial-college-london

Smoke-Free Policy

All Imperial campuses and properties are smoke-free. This means that smoking by staff, students or visitors is not permitted on or within 20 metres of College land. The policy covers all College properties, including student accommodation and sports grounds.

 www.imperial.ac.uk/smoke-free

SafeZone

SafeZone is a College app through which you can quickly and directly contact the Security team whenever you need them. Whether you're in an emergency situation, in need of First Aid or want to report an incident on campus, SafeZone allows you to be immediately put in touch with a member of our Security team and, at the touch of a button, can share your location and personal profile so that they can respond quickly and effectively to your specific needs. It also allows the entire College community to stay informed in the event of a major incident in London or wherever you may be in the world. Safezone also provides information on other services, such as real-time updates on the College shuttle bus.



SafeZone is optional to register for and is now available to download on the Apple and Android App stores. Visit www.imperial.ac.uk/estates-facilities/security/safezone/ for more details about SafeZone.

All existing phone numbers for the Security team are still operational. In the event of an emergency, you can still call 4444 from any internal College phone. In the event of a wider incident in London, you can now also call 0300 131 4444, Imperial's Emergency Recorded Message Line, which will point you in the direction of up-to-date information and advice.

Changes due to Coronavirus (COVID-19)

The College will keep you informed about any further changes that may affect you due to the impact of coronavirus (COVID-19). The COVID-19 FAQs on the website are a repository of helpful information and the latest guidance can be found at:

 www.imperial.ac.uk/about/covid-19/

6. Working While Studying

If you are studying full time, the College recommends that you do not work part-time during term time. If this is unavoidable, we advise you to work no more than 10–15 hours per week, which should be principally at weekends and not within normal College working hours.

Working in excess of these hours could impact adversely on your studies or health.

If you are here on a Tier 4/Student Route visa you can work no more than 20 hours a week during term time. Some sponsors may not permit you to take up work outside your studies and others may specify a limit.

If you are considering part-time work during term time you are strongly advised to discuss this with your supervisor or Personal/Senior Personal Postgraduate Tutor. If you are on a Tier 4/Student Route visa you should also seek advice from the International Student Support team regarding visa limitations on employment.

The College's examination boards will not normally consider as mitigating circumstances any negative impact that part-time work during term-time may have had on your performance in examinations or in other assessed work. Examinations or vivas cannot be rescheduled to accommodate your part-time working arrangements.

7. Health and Safety

Keeping you safe is a top priority for us. Since 1 April 2022, the UK Government removed all restrictions on public areas, including Universities and education settings. Imperial College London still encourages students to wear face coverings in crowded areas, to get fully vaccinated, to cover your coughs and sneezes, and to respect others' personal space. All staff and students are advised to stay at home if you are feeling ill or have any symptoms of respiratory disease.

The latest Imperial College guidance to students can be seen at:

 www.imperial.ac.uk/about/covid-19/


The College's Health and Safety Policy can be found at:

 www.imperial.ac.uk/safety/safety-by-topic/safety-management/health-and-safety-policy-statement/

Your Departmental safety contact is:

 Roisin Armstrong

 Weeks Building, Room G01

 +44 20 7594 3404

 roisin.armstrong@imperial.ac.uk

The College Safety Department

The [Safety Department](#) offers a range of [specialist advice](#) on all aspects of safety. This includes anything which you feel might affect you directly, or which may be associated with teaching, research or support service activities.

The College's activities range from the use of hazardous materials ([biological agents](#), [chemicals](#), [cryogenes](#), [gases](#) and [ionising/non-ionising radiation](#)) to field work, heavy or awkward lifting, driving, and working alone or late.

All of the College's activities are covered by general health and safety regulations, but higher risk activities will have additional requirements.

The Safety Department helps departments and individuals ensure effective safety management systems are in place throughout the College to comply with specific legal requirements.

Sometimes the management systems fail, and an accident or a near-miss incident arises; it is important that we learn lessons from such situations to prevent recurrence and the Safety Department can support such investigations. All accidents and incidents should be reported online at:

 www.imperial.ac.uk/safety/safety-by-topic/accidents--incidents/

To report concerns or to ask for advice you should contact your programme director, academic supervisor or departmental safety officer in the first instance. You may also contact the [Safety Department](#) directly.

Occupational Health Requirements

The College Occupational Health Service provides services to:

- protect health at work
- assess and advise on fitness for work
- ensure that health issues are effectively managed

The Service promotes and supports a culture where the physical and psychological health of staff, students and others involved in the College is respected, protected and improved whilst at work.

 www.imperial.ac.uk/occupational-health

Course-specific Health & Safety

While there are no course components that involve overseas travel, there may be course-related trips including any fieldwork you undertake as part of your Independent Research Project. You will receive briefing and guidance in undertaking risk assessment and gaining Occupational Health sign-off for such travel, including vaccinations.

8. College Policies and Procedures

Student Academic Regulations


All registered students of the College are subject to the College Regulations. The relevant set of regulations will depend on your programme and year of entry, please see our Regulations webpage to determine which apply to you:

 www.imperial.ac.uk/about/governance/academic-governance/regulations

 www.imperial.ac.uk/students/terms-and-conditions

Academic Feedback Policy

We are committed in providing you with timely and appropriate feedback on your academic progress and achievement, enabling you to reflect on your academic progress. During your study you will receive different methods of feedback according to assessment type, discipline, level of study and your individual need. Further guidance on the Policy of Academic Feedback can be found on the Academic Governance website:

 www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf


Academic Feedback Policy

You will generally receive feedback for submission-based coursework assessments (written, video, poster) within two weeks of the submission date, and for live-assessed coursework assessments (presentations, discussions) one week of the assessment date. You will receive a provisional mark for summative assessments at the same time as receiving feedback. All marks remain provisional until confirmed by the Board of Examiners at the end of the academic year. Note that this excludes feedback and marks related to assessments of the Independent Research Project, under College policy these are not released until after the Board of Examiners meeting.

Assessment	Feedback & Provisional Mark	Final Mark
Policy Brief	Two weeks after submission	After Board of Examiners Meeting at the end of the academic year
Group Discussion 1	One week after assessment	
Presentation 1	One week after assessment	
Grant Proposal	Two weeks after submission	
Mini Project	Two weeks after submission	
Team Challenge Sprint	Two weeks after submission	
Presentation 2	One week after assessment	
Group Discussion 2	One week after assessment	
Thesis Report	After Board of Examiners	
Thesis Presentation	After Board of Examiners	


Thesis Viva	After Board of Examiners	
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Please note that your examination scripts once completed belong to the College under the GDPR legislation. Please see the College GDPR webpages for further information at:

 www.imperial.ac.uk/admin-services/secretariat/information-governance/data-protection/guidance/guide-2---exam-records/


Provisional Marks Guidance

Provisional marks are agreed marks that have yet to be ratified by the Board of Examiners. These results are provisional and are subject to change by the Board of Examiners. The release of provisional marks is permitted except in certain circumstances. Further information can be found in the Guidelines for Issuing Provisional Marks to Students on Taught Programmes:

 www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/markings-and-moderation/Guidelines-for-issuing-provisional-marks-to-students-on-taught-programmes.pdf

Late Submission Policy

You are responsible for ensuring that you submit your coursework assessments (including time remote assessments) in the correct format and by the published deadline (date and time). Any piece of assessed work which is submitted beyond the published deadline (date and time) would be classed as a late submission and will incur a penalty (a cap at the pass mark, or it is classed as a fail). Further guidance on Late Submission of Assessments can be found on the Academic Governance website:

 www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/markings-and-moderation/Late-submission-Policy.pdf

If you submit late due to mitigating circumstances, you may be able to make a claim that means that the cap on your mark is lifted. Please see below.

Mitigating Circumstances

During your studies you may be affected by sudden or unforeseen circumstances. You should always contact your personal tutor for advice and support. If this happens at the time of, or immediately preceding, your assessments you may be able to make a claim for mitigating circumstances. If successful this claim enables the Board of Examiners when reviewing your marks at the end of the year to have greater discretion with regards to offering repeat attempts (either capped or uncapped), a repeat year, or with your progression or final classification. Please note, the Board are not permitted to amend the marks that you were awarded, only to take your claim into account making decisions.

All claims must be supported by independent evidence and submitted within 10 working days of the assessment deadline. Any claim made after this deadline is likely to be rejected unless there is a good reason (such as you were still unwell) until the point of submitting the claim. Details of the College's Mitigating Circumstances procedure can be found under the Mitigating Circumstances tab on the page below:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Through the procedure you may also be able to request an extension deadline to some forms of assessment. Wherever possible it is expected that this is used as it will enable to you complete your studies within the same College year (rather than over the summer holiday or in the next year).


Your department will have specific instructions for making a claim for mitigation or for requesting an extension. Details can be found at <https://www.imperial.ac.uk/environmental-policy/study/msc-conservation-science-and-practice/mitigating-circumstances/>.

Support for ongoing or long-term conditions, or for registered disabilities would not normally fall under the remit of mitigating circumstances and students should be supported through their studies with additional examination arrangements. More details can be found at:

 www.imperial.ac.uk/disability-advisory-service/current-students/support-available/adjustments-and-support/


Academic Misconduct Policy and Procedures

As has been highlighted under the Academic Integrity section, it is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Any proven form of academic misconduct is subject to penalties as outlined in the College's Misconduct Policy and Procedures.

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Unsatisfactory Engagement

Unfortunately, for a variety of reasons, sometimes students struggle to meet the College's expectations with regards to their engagement with their studies. The College has a process to identify and support students by reaffirming these expectations with an action plan. If a student does not engage satisfactorily with these supportive measures, they can be withdrawn from their studies. The full details of this process, and the appeals procedure relating to it can be found at:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Mutual Expectations


The mutual expectations document provides a suggested starter list of expectations that master's students and their project supervisors might expect from each other. It is designed to facilitate conversations to establish effective partnerships and it is recommended that the document is discussed at the first meeting between a main project supervisor and a new student. It should be noted that this is not exhaustive and that Departments may have variations in roles and responsibilities; supervisors should be aware of any such variations and will feed this into their discussions with students. Further, it is recognised that supervisors may not always be best placed to meet all the expectations laid out in the document, but should be aware of who, in their department, can. Students and project supervisors are encouraged to discuss, tailor and personalise the document further to suit. It is also recommended that students and their project supervisors re-visit the document throughout the duration of the project.

The Mutual Expectations document is available here:

 www.bb.imperial.ac.uk/bbcswebdav/xid-12494962_1

Academic Appeals Procedure

We have rigorous regulations in place to ensure assessments are conducted with fairness and consistency, claims for mitigating circumstances have been considered reasonably and in line with the regulations of the College, and that the decisions of the Boards of Examiners maintain the integrity of our academic awards. Should you believe that you have grounds to appeal these decisions, we have laid out clear and consistent procedures through which appeals can be investigated and considered:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Arithmetic Marks Check

If you consider that there may have been an error in the adding up of your marks, you may request an arithmetic mark check. Please note that this must be requested within 10 working days of the official notification of your results from the Results team in Registry. You may not request a marks check for a previous year of study. Please note that a marks check is not a remark of your work, but an administrative check that the marks have been accurately recorded.

Student Complaints

The College strives to ensure that all students are well supported in their studies and receive a good experience of their programme and the wider College activities. If you feel that your experience has not lived up to these expectations the College has an agreed Student Complaints process through which your concern can be investigated and considered.


If you have any concerns about your experience at the College and have been unable to address these informally, you should contact Student Complaints who can provide advice about what is the appropriate way to seek to resolve this at:

 student.complaints@imperial.ac.uk

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Student Disciplinary Procedure

The College has the right to investigate any allegation of misconduct against a student and may take disciplinary action where it decides, on the balance of probabilities, that a breach of discipline has been committed. The general principles of the Student Disciplinary Procedure are available on the College website:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline/

Intellectual Property Rights Policy

For further guidance on the College's Intellectual Property Rights Policy is available on the College website:

 www.imperial.ac.uk/research-and-innovation/research-office/research-policies/research-related-policies/ip-policy/

Further information about the Imperial Enterprise Lab can be found at:

 www.imperial.ac.uk/students/enterprising-students

 www.imperialenterpriselab.com/support/experts-in-residence

Use of IT Facilities


View the Conditions of Use of IT Facilities:

 www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/conditions-of-use-of-it-resources/

General Data Protection Regulation (GDPR)

All staff and students who work with personal data are responsible for complying with GDPR. The College will provide support and guidance but you do have a personal responsibility to comply.

In line with the above please see the College's privacy notice for students which form part of the terms and conditions of registration with the College.

 www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/admissions/Privacy-Notice-for-Students-and-Pro prospective-Students.pdf

9. Wellbeing, Support and Advice

In your department

Your department has a system of academic and pastoral care in place to make sure you have access to the appropriate support throughout your time at Imperial.

The **Student Wellbeing Advice Team** offers support to all students within the Faculty of Natural Sciences. You can read more about their services and book a one-to-one appointment here:

www.imperial.ac.uk/natural-sciences/education-and-teaching/wellbeing-support/resources-for-students/advice-team/

We also have a trained Mental Health First Aider within CEP: Roisin Armstrong.

Your Personal Tutor

Your Personal Tutor is your first point of contact for pastoral support and advice. You can arrange to have a meeting with them at any time during your studies (although most Personal Tutors will have set office hours or may require you to make an appointment).

If necessary, they will direct you to an appropriate source of support.

If in doubt, contact the CEP **Senior Tutor**: Dr Alexandra Collins (alexandra.collins@imperial.ac.uk).

Disability

If you have a disability or specific learning difference (SpLD) you can access support from the university such as reasonable adjustments tailored to your individual needs. We recommend contacting the **Disability Advisory Service** to discuss:



www.imperial.ac.uk/disability-advisory-service/current-students/

Departmental Disability Officers

Departmental Disability Officers are the first point of contact in your department for issues around disability. They can apply for additional exam arrangements on your behalf and will facilitate support within your department.

Your Departmental Disability Officer is: Dr Alexandra Collins

Email: alexandra.collins@imperial.ac.uk

Telephone: (+44) 020 7594 5538

More information on Departmental Disability Officers is available at:



www.imperial.ac.uk/disability-advisory-service/about-us/departmental-disability-officers/

More information about how to request additional arrangements for exams if you have a disability is available at:



www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/additional-exam-arrangements-in-respect-of-disability

Postgraduate Coaching

As well as professional development opportunities, the Graduate School has a dedicated coaching programme designed to help you through challenging times. The **Postgraduate student coaching programme** has been established to provide an opportunity to talk, independently from your academic department, about challenges you may be experiencing during the course of your studies. The programme primarily focuses on building effective working relationships and there may be other self-development issues that you can explore with a trained coach.

 www.imperial.ac.uk/students/academic-support/graduate-school/community-support/coaching/

Attributes and Aspiration Short Course

Attributes and Aspirations (AA) is an online short course that supports you to develop career planning and transferable skills. AA is flexible, has no assessments and can be accessed whenever you need it allowing you to proactively plan for your future. You can also use AA to develop key skills such as critical thinking, problem solving and time management. These will help you be a better student and are essential for your future - whether you choose to move to further study or to a job in industry.

AA is designed specifically for Imperial master's students. The Postgraduate Education Team worked with the Careers Service to design AA so that it works for you. We researched and talked to organisations that hire master's students, PhD course coordinators and alumni to make sure the skills and techniques taught in AA are those that you really need for your professional future. For further information, please see the [AA web pages](#).

 www.imperial.ac.uk/students/attributes-and-aspirations

Your Union

All Imperial students automatically become members of Imperial College Union when they register at the College. The Union provides a range of independent support.

Imperial College Union Advice Service

The ICU Advice Service delivers free, confidential, and impartial advice covering academic issues, complaints and disciplinaries, College accommodation, and internal and external signposting. Contact advice@imperial.ac.uk and complete the registration form to speak with a member of the team.

 www.imperialcollegeunion.org/advice

Student representatives

Imperial College Union operates two Representation Networks of over 600 elected student representatives – the Academic Representation Network and the Wellbeing Representation Network. Reps represent the voice of students and can direct you to internal and external support services. The Union's Liberation Officers also work to make sure that the views of under-represented and interest groups are heard at the College.

If you have any feedback about issues in your department relating to academic or wellbeing issues, you can speak to one of your student representatives.

 www.imperialcollegeunion.org/your-union/your-representatives/a-to-z

Student Hub

At the Student Hub, you can access advice about accommodation, admissions and financial support and get help with international student enquiries, questions about student records, and exams.

 www.imperial.ac.uk/student-hub

Student Support Zone

If you have moved home to take up your place at Imperial, you will need to register with a new doctor (also known as a General Practitioner or GP) so that you can access NHS healthcare. It's important that you register with a doctor soon after you arrive – don't wait until you are sick, as this could delay your access to treatment.





Student Support Zone has lots of information about the resources available at Imperial and beyond to help you to stay healthy and happy. It's a great place to start when you're looking for some support – it covers advice about housing and money, health, wellbeing and maintaining a good work-life balance, and provides the details of who you can contact if you need some extra support.

 www.imperial.ac.uk/student-support-zone




Useful support contacts

Health and wellbeing

Imperial College Health Centre

 40 Prince's Gardens, South Kensington Campus
 020 7584 6301
 imperialcollege.hc@nhs.net
 www.imperialcollegehealthcentre.co.uk


Imperial College Dental Centre



 Prince's Gardens, South Kensington Campus
 020 7589 6623
 www.imperialcollegedental.co.uk

Student Counselling and Mental Health Advice Service

 020 7594 9637
 counselling@imperial.ac.uk
 www.imperial.ac.uk/counselling

Multi-Faith Chaplaincy Service

 15 Prince's Gardens, South Kensington Campus

 chaplaincy@imperial.ac.uk
 www.imperial.ac.uk/chaplaincy

Disability Advisory Service




 Room 566, Level 5, Sherfield Building, South Kensington Campus
020 7594 9755
 disabilities@imperial.ac.uk
 www.imperial.ac.uk/disability-advisory-service

Centre for Academic English

The goal of the Centre for Academic English is to ensure you develop both the ability and the confidence to excel as a communicator on your degree programme as well as in the workplace. From the very beginning of your degree and all the way through, we're here to help you realise your potential.

To achieve this, we've designed a flexible academic STEM communication programme enabling you to create your own personalised learning pathway. As you build your pathway, you'll have the freedom to select the language resources you need wherever you need them. These resources are the result of close collaborations with departments and so will meet your communication needs for Imperial written and spoken course assignments.

To find out more about what is available for you, visit the Centre for Academic English website. Centre for Academic English





 Level 3, Sherfield Building, South Kensington Campus
 english@imperial.ac.uk
 www.imperial.ac.uk/academic-english

International Student Support team

 020 7594 8040
 www.imperial.ac.uk/students/international-students/




Careers

Careers Service

 Level 5, Sherfield Building, South Kensington Campus
 020 7594 8024
 careers@imperial.ac.uk
 www.imperial.ac.uk/careers

ICT and software

ICT Service Desk

 Central Library, South Kensington Campus
 020 7594 9000
 www.imperial.ac.uk/ict/service-desk

Software shop



www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/devices-and-software/

10. Student Administration

The Student Administration Team are responsible for the administration and maintenance of the student records for all students studying at the College. This includes enrolments, programme transfers, interruption of studies, withdrawals and processing of examination entry for research degree students. The team also use this information to fulfil reporting duties to the Student Loans Company and Transport for London, as well as other external bodies.

The Team is responsible for the processing of student results and awards on the student record system as well as the production and distribution of academic transcripts and certificates of award.

The 'My Documents' online portal allows you to access your documents, including proof of enrolment and award documentation. You can then digitally share these documents with third parties such as an employer or university.

Each document has a unique QR code with the official University watermark, making it easier for employers and others to verify your credentials. This online document sharing is a legitimate service, introduced and authorised by Imperial College London.

We would like to encourage you to use this online service in place of paper-based documentation. You can access the 'My Documents' portal here: <https://student-edocuments.imperial.ac.uk/Account/LoginViaAzure>

Student Records



+44 (0)20 7594 7268

student.records@imperial.ac.uk

Degree certificates



+44 (0)20 7594 7267

certificates@imperial.ac.uk

11. Work-life Balance

The pace and intensity of study at Imperial can be demanding so it's important to find time for outside interests.

Imperial College Union

The Union's range of 360+ student-led clubs, societies and projects is one of the largest of any UK university, opening up lots of ways for you to enjoy your downtime.

 www.imperialcollegeunion.org/about-us

Move Imperial

Imperial College has a wide range of sports and activities on offer that cater for all experience levels and abilities. We have a recreational activity offer, competitive sports teams and an elite sport programme. We are dedicated to ensuring we have a diverse, inclusive and exciting offer for all.

More information about Imperial student memberships and updates to our services can be found at:

 www.imperial.ac.uk/ethos/memberships/students

With an annual fee of £55 you will get use of the gym and swimming facilities on our campuses.

 www.imperial.ac.uk/sport

We have a huge collection of online resources, home workout videos, healthy recipes and playlists available to all as part of our MoveMore campaign, more information can be found at:

 www.imperial.ac.uk/sport/move-more/

12. Student feedback and representation

Feedback from students

The College and Union is committed to continually improving your education and wider experience and a key part of this is your feedback. Feedback is thoroughly discussed by your student representatives and staff.


Student representation

Student Representatives are recruited from every department to gather feedback from students to discuss with staff. More information about the role, and instructions on how to become an academic representative, are available on the Imperial College Union website.

 www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview

Staff-Student Committee

Staff-Student Committees are designed to strengthen understanding and improve the flow of communication between staff and students and, through open dialogue, promote high standards of education and training, in a co-operative and constructive atmosphere. College good practice guidelines for staff-student committees are available here:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback

Student hustings for **MSc Conservation Science and Practice Student Representatives** will be held in the first week of the Autumn Term. If you are interested in standing as a representative, please be ready to say a few words at the hustings on Thursday 10th October and/or contact consciprac@imperial.ac.uk.

We hold student representative elections following student hustings in the first week. Student reps are elected using the Single Transferable Vote (STV) proportional electoral system. We actively encourage candidates to stand from across the community. In addition, one or more volunteer ICT reps are appointed to liaise directly with ICT over computing issues. Other volunteers are welcome for other CEP Committees and to help with social functions.

13. Student Surveys

Your feedback is important to your department, the College and Imperial College Union. Whilst there are a variety of ways to give your feedback on your College experience, the following surveys give you regular opportunities to make your voice heard:

- **Module Evaluation Questionnaire (MEQ)**

The MEQ is your chance to tell us about the modules you have attended. The questionnaire is open to students across all years of study and runs at the end of the autumn, spring and summer terms.

- **Postgraduate Taught Experience Survey (PTES)**

The PTES is a national survey which asks you to rate a range of elements related to your student experience such as teaching, assessment, support and resources. Results of this national survey are made publicly available.

The Union's "You Said, We Did" campaign shows you some of the changes made as a result of survey feedback:

 www.imperialcollegeunion.org/you-said-we-did

The Union's response to surveys can be found here:

 www.imperialcollegeunion.org/your-union/your-representatives/responses

If you would like to know more about any of these surveys or see the results from previous surveys, please visit:

 www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys

14. And finally

Alumni Services

When you graduate you will be part of a lifelong community of over 190,000 alumni, with access to a range of alumni benefits including:

- discounts on further study at the College and at Imperial College Business School
- alumni email service
- networking events
- access to the Library and online resources
- access to the full range of careers support offered to current students for up to three years after you graduate
- access to our Alumni Visitor Centre at the South Kensington Campus, with free Wi-Fi, complimentary drinks, newspapers and magazines, and daytime left luggage facility

Visit the Alumni website to find out more about your new community, including case studies of other alumni and a directory of local alumni groups in countries across the world.



www.imperial.ac.uk/alumni

CEP has its own Alumni service for over 5,000 alumni of the MSc in Conservation Science and Practice, MSc in Environmental Technology and PhD students, including an email list providing fantastic job opportunities and contact with alumni.

Opportunities for Further Study

Careers guidance is provided throughout the year. A number of students continue with PhD studies within the Department, College or other institutions.